University of Alberta

Language of Learning in the Workplace

by

Jocelyn Simpson

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education

in

Adult and Higher Education

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ABSTRACT

This qualitative study examines the integration of work and learning through the analysis of the language used by six staff members as they described learning in their work unit. The participants were asked to photograph examples of learning in their work unit and then participate in one-on-one interviews. Written documents originating within the work unit and the organization were also used as sources of data. All derivatives of the word "learn" were recorded in tables along with the frequency of their use. All grammatical functions of the derivatives were also recorded along with the frequency of their use. Two conclusions were drawn from the findings. First, each participant and their co-workers should envision a model for their personal learning that reflects a blend of their learning and daily activities. Second, the participants and their co-workers can develop the nature of the language of learning in their work unit.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction to the Research Questions

The concept of integrating work and learning has been popularized by Watkins and Marsick (1993), Pedler, Burgoyne, and Boydell (1991), and Senge (1990) in their discussions of the learning organization. Although many scholars and practitioners find the concept of the learning organization exciting, just as many seem to agree with Garvin (1993), who suggests that the literature surrounding the concept fails to provide a framework for action.

Garvin (1993) says that "discussions of learning organizations have often been reverential and utopian, filled with near mystical terminology" (p. 78). He maintains that "their focus is high philosophy and grand themes, sweeping metaphors rather than the gritty details of practice" (Garvin, 1993, p. 79). In Garvin's view, these discussions have left three critical issues unresolved: meaning, management, and measurement. He suggests that we need a plausible, well-grounded definition for learning organizations; clearer guidelines for practice; and better tools for assessing an organization's rate and level of learning (Garvin, 1993). Without this groundwork, Garvin (1993) argues, progress will be unlikely because learning cannot become a meaningful corporate goal until it is first understood.

Through these comments Garvin seems to voice a frustration with an implicit relationship between language and learning. That relationship begins to surface when Garvin identifies the need to create a framework for action and the need to create meaning through a well-grounded definition for the term "learning organization." The role that language may play to meet those needs is suggested when Garvin refers his readers to Nonaka, who suggests that "companies use metaphors and organizational redundancy to focus thinking, encourage dialogue, and make tacit, instinctively understood ideas explicit" (Nonaka in Garvin, 1993, p. 79). In Garvin's view, however, metaphors fail to address the needs identified in his article.

In contrast, Bethanis believes that metaphors can create a framework for action because there is "an inextricable link between language, thought, and action" (Bethanis, 1995, p. 188). According to Bethanis, when we "'do things with words'" (1995, p. 189),

we pay closer attention to the interplay of our own and others' expressions — we can listen, we can clarify, we can be aware that what we say is in line with what we do, and we can be conscious about how words reflect our assumptions and thoughts. However, if or when we begin to take our assumptions for granted, we stop questioning them, and, eventually, we stop learning (Bethanis, 1995).

Now consider the perspective of Senge, who speaks of creating a new language. He says that "language functions as a device for connection, invention, and coordination" (Senge, 1997, p. 17). If people can talk from their hearts and connect with one another in the spirit of dialogue, they can create a field of alignment that produces tremendous power to invent new realities in conversation and to bring about these new realities in action (Senge, 1997). In Senge's (1990) view, then, language shapes our perception; that is, what we see depends on what we are prepared to see.

Although Senge values the role that language may play in the learning process, he also recognizes the limitations of language. He suggests that Western languages, with their subject-verb-object structure, are biased toward a linear view (1990). As a result, he calls for a language of interrelationships; a language made up of circles, which he names "the language of systems thinking" (Senge et al, 1994).

Like Senge, Fritz (1996) has also considered the structure of language and its relationship with learning. However, he has reached yet another conclusion, as seen through his description of the outcomes of two exercises in a workshop he co-led. In the first exercise, the participants were directed to become a learning organization within seven minutes. When the participants came together to discuss their experiences, they reported that they had formed strong personal relationships, but that seven minutes was not enough time to create a learning organization. The participants also reported that they initially believed they had learned something new during the exercise, but as their discussion continued, they realized that they had simply confirmed what they already knew.

In the second exercise, the participants were asked to create something together (Fritz, 1996). After each participant had been a group leader, they came together to discuss their experiences. They reported having had a tangible experience of being a learning organization or learning group. Their learning was self-generated and collective

as well as individual. In addition, their learning had increased each time a different participant became group leader and over the entire course of the exercise.

Fritz (1996) reports dramatic contrasts between the two exercises. The first produced a lot of talk about learning, but did not produce learning organizations. The second produced learning organizations without any talk about learning.

The contrasts between and among these perspectives raise a number of questions. For example, does the subject-verb-object structure of Western languages really create a bias toward a linear view? Can the relationship between language and learning really spark staff members to action as suggested or hoped? Do staff members understand the learning processes within themselves and their organizations well enough to create frameworks for action? And, finally, what are "frameworks" for action?

Research Questions

The questions just raised led to the development of the research questions for this study. Namely, what is the nature of the language used by staff members to describe learning in their work unit? For example, which derivatives of the word "learn" were used by the participants? And, which elements of syntax can be linked to each occurrence of the derivatives of the word "learn"?

Definitions

Several terms in the research questions can be viewed from different perspectives. This section identifies and defines those terms within the context of this study.

Webster's (1976) defines "nature" as the distinguishing qualities or properties of something. This study considers the distinguishing qualities or properties of the language used to describe learning within a work unit.

The World Book Dictionary (1976) defines "language" as the spoken or written words used by members of a group to describe their assumptions or attitudes. This study is specifically interested in the spoken and written words staff members use to describe their assumptions or attitudes toward learning within their work unit.

The World Book Dictionary (1976) defines "learning" as gaining knowledge or skill. Relevant business literature tends to build upon this definition by making a connection between thought and action (Bethanis, 1995; Kim, 1993). For the purposes of this study, then, learning within a work unit is defined as "increasing one's capacity to take effective action" (Kim, 1993, p. 38).

The World Book Dictionary (1976) defines "syntax" as the way in which the words and phrases in a sentence are arranged to show how they relate to each other. For the purposes of this study, the elements of syntax include the parts of speech, figures of speech, and the structure of clauses, phrases, and sentences that staff members use to describe learning in their work unit.

Assumptions

This study was completed with the assumption that everyone involved in the study would be honest and that they would make thoughtful contributions to the study.

Delimitations

In presenting his theory of multiple intelligences, and more specifically, linguistic intelligence, Gardner (1993) identifies four domains of language: semantics, phonology, syntax, and pragmatics. This study considered only one of the four domains: syntax.

Although the related literature tends to examine collective learning (Chawla & Renesch, 1995; Burgoyne, Pedler, & Boydell, 1994; Watkins & Marsick, 1993; Senge, 1990), this study focused on individual learning, which may provide the foundation for collective learning (Vaill, 1996; The CCMD Report, 1994; Kim, 1993; Nonaka, 1991).

This study included participants from one work unit within one organization. They should not be considered representative of other staff members within that organization or staff members at other organizations fulfilling the same functions.

Limitations

The process of data analysis and the conclusions drawn from the analysis may be prejudiced by the researcher's experiences in the workplace. In addition, although the researcher has a strong interest in language and linguistics, her background in both areas is limited.

Significance

As interest in the integration of work and learning processes within organizations grows, Bethanis (1995) says that "valuing the purely observable, and constantly reacting and adapting based on these measurable observations, is giving way to a study and application of what's behind these behaviors — values, attitudes, deeply held assumptions, and everyday thoughts" (p. 188). Although key connections are being made between the individual and the organization, Bethanis (1995) suggests that the role of language within the process of organizational transformation is not receiving the same attention in literature intended for academics or practitioners.

Although the role of language has not received much attention, scholars do seem to agree on the importance of the relationship between conversation and learning (Dixon, 1997; Chawla & Renesch, 1995; Zimmerman, 1995; Hawkins, 1994; Isaacs, 1993; Schein, 1997 &1993; Senge, 1990). However, given that learning in the workplace has only recently reached the attention of the mainstream through the work of Senge and others, one may wonder if people are comfortable with that relationship. Dixon (1997) says that although learning by talking rather than listening goes against conventional wisdom, recent studies have shown that orally summarizing information works to strengthen the speaker's understanding of that information. Put another way, "it is through the act of speaking that we cognitively organize what we know" (Dixon, p. 30). To illustrate her point, Dixon quotes Weick, who asks, "How can I know what I think until I see what I say?" (Weick in Dixon, p. 30)

This study addressed that question literally by incorporating photography and conversation in a series of activities specifically intended to explore the relationship between language and learning. The principles for learning that underlay the study are

part of an emerging paradigm that emphasizes the social nature of the learning process. As a result, staff members involved in the study were able to use it as an opportunity to explore their current understanding of learning. By photographing examples of learning, participating in the interviews, and then reviewing the transcripts of their interviews, they were able to "see what they said" and, in doing so, answer, at least in part, some of their own questions about the way in which they learn, while at the same time becoming aware of new questions.

The same can be said for the thesis itself. In a broader sense, it attempts to open a discussion of the relationship between language and the learning process. Since the study is an exploration of that relationship, its significance lies in the questions it raises, such as those mentioned in the introduction, rather than the answers it may attempt to provide.

Chapter Summary

This chapter has set the context for the study by presenting the research questions and describing the significance and purpose of the study. It has also identified the limitations and delimitations for the study and defined the terms used in the research questions.

Chapter 2 continues the discussion of the relationship between language and learning in the relevant literature. It begins with a summary of an emerging paradigm for learning in organizations and then returns to the specific topic of language and learning by discussing the perspectives of Garvin, Senge, Bethanis, and Fritz in greater detail and by introducing some additional perspectives. Chapter 3 describes the methods used to collect and analyze the data. Chapter 4 summarizes the data while Chapter 5 discusses the findings, conclusions and recommendatations.

CHAPTER 2: INTRODUCTION TO THE LITERATURE

Introduction

Chapter 1 introduced the perspectives of four scholars who have considered a relationship between language and learning. This chapter continues the exploration of those and other perspectives regarding language and learning. It begins by providing an overview of various perspectives that examine the changing view of learning in organizations and concludes by summarizing several perspectives that specifically discuss the relationship between language and learning.

Introduction to a New Paradigm for Learning in Organizations

A new paradigm for learning in organizations is growing as scholars and practitioners begin to question the continuing reliance on behaviorism for employee development in the workplace (Marsick, 1988). Concern with the behavioristic model has deepened as experts and organizations alike have recognized the importance of responding to change in a proactive manner. Pressures to change are coming from all directions: (a) an explosion of information, (b) increasing competition in the world market, and (c) changes in technology and employee expectations (Sartoris, 1989; Marsick, 1988).

Marsick (1988) maintains that although theorists are not directly challenging the behavioristic paradigm, they are suggesting modification through: (a) greater learner participation; (b) problem-centeredness; (c) experience-basing; and (d) concern for different learning styles. This shift in thinking requires some fundamental changes in the way organizations, and the learning that occurs within them, are viewed.

Marsick (1988) characterizes the current paradigm for learning as follows. First, it is behaviorally-oriented with performance outcomes that can be observed, quantified, and criterion-referenced. Second, the model separates personal and professional development. The organizational ideal for which training is designed is a well-functioning machine with clear, hierarchical lines of authority, jobs that do not overlap, and rational systems of delegation and control. Training is designed to meet the needs of

individuals, rather than groups, and typically consists of classroom-based, formal group activities. Learning is designed on a "deficit" model that measures individuals against standard, expert-derived norms. Problem-solving emphasizes objectivity, rationality, and step-by-step procedures. And, finally, trainers focus on pure learning problems, with support provided to the organization to manipulate the environment to sustain outcomes.

The new paradigm relaxes the rigidity of the behavioristic model by broadening the instrumental focus of learning to include personal development and allowing people to learn more and learn more efficiently because their identity and growth are recognized as integral elements within the learning process. It allows the organizational model to become more fluid by encouraging employees to: (a) learn many aspects of the work; (b) to participate in decentralized decision-making; and (c) to monitor actions and results to keep the organization flexible. In addition, the new paradigm emphasizes both problem setting and problem solving. It also emphasizes informal learning such as: (a) self-directed learning; (b) coaching; (c) mentoring, and (d) group development. Finally, the new paradigm supports and encourages learning by providing opportunities for: (a) experimentation; (b) risk-taking; (c) dialogue; (d) initiative; (e) creativity; and (f) participation in decision-making (Marsick, 1988). Table 1 summarizes the differences between the paradigms as described by Marsick.

Hawkins (1994), who represents a British perspective, seems to corroborate Marsick's description of the emerging paradigm for learning. Although Hawkins uses different terms, his description also reflects the informal and elastic nature of the emerging paradigm for learning in organizations. In Hawkins' perspective, a change is occurring at the heart of our understanding of learning — a shift from viewing learning as being abrupt facts to learning as a far more multi-faceted and dynamic process. Table 2 summarizes Hawkins' (1994, pp. 22 - 23) perspective.

This emerging paradigm faces a number of challenges. For example, despite Marsick's (1988) argument for the need of a new paradigm for learning, she recognizes that workplace learning will always be governed to some extent by an instrumental focus because the primary purpose for businesses is productivity. She also recognizes that organizations cannot always change conditions such as hierarchy and centralized decision-making even when they may wish to do so (Marsick, 1988).

Table 1

Marsick's Model of the Current and Emerging Paradigms for Learning

Current Paradigm	Emerging Paradigm
Autocratic environment	Democratic environment
Hierarchical structure	Flexible / Adaptable structure
Centralized decision-making	Decentralized decision-making
Delegation & control	Empowerment
Compartmentalized jobs	Multi-skilled, multi-disciplinary teams
Problem solving	Problem setting & problem solving
Individual learning	Individual & group learning
Instrumental learning	Interpretative learning
Formal & nonformal training & education	Nonformal & informal learning
Personal & professional development separated	Personal & professional development integrated

Table 2

Hawkin's Model of the Current and Emerging Paradigms for Learning

Shift From:	To:
Learning facts	Being dialogical
Learners as recipients	Being co-creative
Learning resides in individuals	Also residing in systemic patterns
All learning is of the same level	Integrated loops
Learning to be efficient and effective	Transformational learning
Learning is utilitarian and value-free	Having ethical dimensions
Learning is for kids and beginners	A lifelong, but discontinuous process
Learning is a means to an end	At the heart of everything

Perhaps the overriding challenge for the emerging paradigm is the fact that all employees are not ready to participate more fully in decision-making and self-directed learning (Marsick, 1988). Lastly, the timing for implementing learning processes as viewed through the emerging paradigm may not be the most appropriate given current economic conditions. Threatened by layoffs and funding cuts, employees may find it difficult to participate in an learning environment that relies so heavily on trust and cooperation among learners, leaders, and peers (Leymann, 1991). Both employees and employers may consider informal learning, which relies heavily on learning through experience, and so can be time consuming, a luxury in an environment where they are expected to do more with less.

The Structure of Language and Its Relationship with Learning

Most references to a possible relationship between language and learning appear as snippets of information embedded within boarder discussions of learning in organizations, management practices, or organizational development. These snippets, however, represent several perspectives.

For example, scholars such as Bethanis (1995), Senge (1997 & 1990), and Stata (1989) recognized the importance of the role of language within the learning process. A few scholars considered the purpose of language; that is, whether language is descriptive, emotive, evaluative, interrogative, or directive (Hughes, 1997; Wells & Chang-Wells, 1992). In contrast to these perspectives, Senge (1990), Kim (1993), and Garvin (1993) recognized the limitations of language.

Other scholars identified the need to create a language that they described as the language of learning or as common, living, new, or precise (DiBella & Nevis, 1998; Pace Marshall, 1997; Handy, 1993; Kim, 1993; Senge, 1990; de Geus, 1988). The theme of precise language is also included in discussions about jargon (Schank, 1997; Watkins & Marsick, 1993).

Still others called upon managers or leaders to use figurative language — in most cases, metaphors — to create a common understanding among employees that would, in turn, lead to action within organizations (Morgan, 1997; Schein, 1997 & 1993; Grant &

Oswick, 1996; Bethanis, 1995; Bolman & Deal, 1991; Nonaka, 1991). In a similar vein, some scholars supplied definitions of various terms to establish a common understanding between themselves and their readers (Hughes, 1997; Marquardt, 1996 & 1994; Dixon, 1994; Jenlink, 1994; Garvin, 1993; Handy, 1993; Kim, 1993; Watkins & Marsick, 1993). The desire to establish a common understanding also prompted an examination of language from a cultural perspective (Vaill, 1996; Nonaka & Takeuchi, 1995; Nonaka, 1991).

Finally, some scholars explored the influence that the structure of language may have within the learning process (Fritz, 1996; Nonaka & Takeuchi, 1995; Weick; 1995; Handy, 1993; Senge, 1990).

Consider once again Garvin's (1993) article, which was introduced in Chapter 1. Remember that Garvin discounts the role of metaphor and that he identifies the need to create a plausible, well-grounded definition of learning organizations that must be actionable and easy to apply. He says that "surprisingly, a clear definition of learning has proved to be elusive over the years" (Garvin, 1993, p. 79). The insert entitled "Definitions of Organizational Learning," which includes definitions developed by Fiol and Lyles (1985), Huber (1991), Levitt and March (1988), Argysis (1977), and Stata (1989), supports his claim.

According to Garvin (1993), most scholars view organizational learning as a process that unfolds over time and link it with knowledge acquisition and improved performance. However, they disagree on other important matters that include the requirements for learning, the mechanisms through which learning occurs, and whether organizational learning is a common phenomenon or whether flawed, self-serving interpretations are the norm.

As a first step in navigating through these and other perspectives, while at the same time continuing to build on earlier insights, Garvin offers the following definition for the learning organization: "An organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights" (1993, p. 80). Garvin believes this definition begins with a simple truth — that new ideas are essential if learning is to take place. Whatever the source of those ideas, they are the trigger for organizational improvement. However, by themselves, ideas do

not create a learning organization. They must be accompanied by changes in the way that work gets done — otherwise, only the potential for improvement exists.

Now recall the perspective of Bethanis (1995), who in contrast to Garvin, believes that metaphors can create a framework for action within organizations. Within Bethanis' (1995) perspective, metaphors are more than the clever, figurative nouns that students first learn about in elementary school. They are not merely figures of speech — they are figures of thought. Thus, in conversation, "metaphors emerge as thoughts and assumptions (root metaphors); communication for mutual understanding (bridging metaphors); and creativity for new meanings (generative metaphors)" (Bethanis, 1995, p. 190).

Bethanis' (1995) explanation of this statement begins with root metaphors, which she defines as the assumptions that are deep in people's memory or on the surface. In either case, their assumptions come forth when they speak. In Bethanis' perspective, people engage in conversation, the intent of which differs from the intent of discussion or debate. In conversation, people are dedicated to reaching mutual understanding. To do this, they must clarify meaning by using metaphor; that is, one person may help other person understand something by using a bridging metaphor. When clarifying meaning, a person will suggest a different word or give an example to help a partner in conversation understand something better. Through the act of clarifying, the person's root assumptions become apparent.

Bridging is more than active listening (Bethanis, 1995). Inherent in the act of bridging is the belief that people are interpretative beings. They have different understandings of the same words and/or similar understandings of different words. Therefore, people dedicated to reaching mutual understanding will clarify by asking questions and/or offering different interpretations.

Just as bridging metaphors help partners in conversation reach trust and mutual understanding, generative metaphors help partners in conversation disclose new understandings (Bethanis, 1995). As a result, generative metaphors have a critical link with organizational transformation. While bridging metaphors provide comfort, generative metaphors create discomfort, intrigue, and paradox. The creativity expressed through generative metaphors allows for new possibilities and new actions. In creating

new understandings, the familiar becomes strange. This process creates a tension in which time becomes a critical factor since it is through reflective time that people begin to understand the tension and thus shift their assumptions.

In summary, then, Bethanis (1995) calls upon her readers to shift their practices by following five steps. First, people should take time to listen and read so they can verify with people what their words mean and what assumptions are reflected through their words. Second, people should take time to attend to the words they are saying and writing so the meaning of their words can be clear and reflect their assumptions. Third, people should take time to ask questions and to offer different metaphors for clarification and mutual understanding. Fourth, people should take time to offer different metaphors so new meanings, new understandings, and new actions can emerge. Finally, people should take time to reflect on their conversations for learning purposes.

In contrast to Bethanis and Garvin, Senge's perspective on the relationship between language and learning does not include metaphor. Rather, Senge (1990) maintains that Western languages, with their subject-verb-object structure, are biased toward a linear view. He says that the prime tasks of management teams — that is to say, developing strategy, shaping visions, designing policy and organizational structures — involve wrestling with enormous complexity and that management teams confront these complex and dynamic realities with a language designed for simple, static problems. Senge explains this statement by drawing from the work of Charles Kiefer, who says, "Reality is composed of multiple-simultaneous, interdependent cause-effect-cause relationships. From this reality, normal verbal language extracts simple, linear cause-effort chains" (Kiefer in Senge, 1990, p. 267).

Senge (1990) suggests the solution to the problem is the language of systems thinking, which can "objectify" conversations about complex and potentially conflictual management issues. When systems archetypes are used in conversation, the conversation becomes about structure — that is, the systemic forces at play — rather than focusing on personalities and leadership styles. Without the shared language offered by systems thinking, Senge argues that team learning will be limited.

Like Senge, Nonaka and Takeuchi (1995) also explore the concept of shared language. However, their exploration is based upon, at least in part, a comparison of

Japanese culture and language and its Western counterparts. Their examination of the nature of language begins with the assumption that Western individuals conceptualize things from an objective vantage point. In contrast, Japanese individuals conceptualize things by relating themselves to other things or people.

The structure of the Japanese language reflects a sympathetic unity between the self and other people for messages are often communicated through the use of context, not solely by a self-complete grammatical code (Nonaka & Takeuchi, 1995). The ambiguous nature of the language thus asks those engaged in conversation to be equipped with some tacit knowledge of each context.

This ambiguity in the language is reflected in the way in which verbs are conjugated (Nonaka & Takeuchi, 1995). A Japanese speaker can easily gain sympathy and agreement with a statement because verbs are always used in the same form in any context; that is, verbs are not conjugated with the subject of the sentence as in Indo-European languages nor does the meaning of the verb differ when used with a different subject. Rather, "verbs appear at the end of the sentence so the listener does not know where the speaker is headed until he gets there" (Pascale and Athos in Nonaka and Takeuchi, 1995, p. 53). The listener's receptivity or hesitancy in responding to a few key nouns sets the stage for consensus. Thus, the speaker can change his or her verbs in response to the listener's expression. The desire for concurrence is so pronounced that Japanese speakers will sometimes avoid the definitiveness of verbs altogether (Pascale and Athos in Nonaka and Takeuchi, 1995). The sympathetic nature of the verb allows Japanese speakers to share their perspectives naturally and smoothly within a group (Nonaka & Takeuchi, 1995). It also means, however, that it is difficult for Japanese people to express their own thoughts and feelings directly.

Just as Nonaka and Takeuchi (1995) reflect upon the ambiguous nature of the Japanese language in their discussion of shared language, Charles Handy (1993) reflects upon the ambiguous nature of the English language in his discussion of change. He asks his readers to consider the nature of the word "change," which he identifies as a synonym for the word "learning," by examining how the word is used (Handy, 1993). Table 3 summarizes the uses for the word "change" as identified by Handy (1993).

Table 3

Handy's Grammatical Functions for the Word "Change"

Grammatical Function	Example
Noun Universal	Change is part of life.
Noun Particular	There is a change in the arrangements.
Noun Metaphorical	Please count your change.
Verb Transitive	Please change this wheel.
Verb Intransitive	I will not change.
Verb Metaphorical	Where do I change trains?
Adjective	She is a clever change agent.

Handy (1993) wonders how we can easily distinguish whether the word "change" is heralding something important or not when it can describe something trivial and profound, and when the same word can mean progress and inconsistency, he wonders how we can know which is which. He suggests that we might well ask whether the English language was devised to confuse the foreigner or ourselves. Like Marsick (1988) and Hawkins (1994), who have identified a emerging change in our view of learning, Handy (1993) suggests that our view of change must also be adjusted if society is to move forward. The comfortable view of change from the '60s and '70s — that is, more of the same only better, and, if possible, for more people — no longer works. Instead, Handy (1993) argues that discontinuous change is the only way forward for a society that has become too comfortable with continuity to realize that continuous change becomes discontinuous and requires a change in behavior.

In a similar vein, Weick (1995) suggests that "so-called stable structures are noteworthy largely because they are prone to unravel" (p.187). In furthering their understanding of organizing, Weick calls upon his readers to "stamp out" nouns and "stamp in" verbs. He suggests that nouns like "environment" and "organization" conceal the fact that organizing is about flows, change, and processes. Closer to the nature of organizations, however, is the idea that they are issues to be managed rather than problems to be solved. Issues, described as processes and sequences and routines and

patterns, are not expected to go away completely so one should not disheartened when they keep reappearing because they are built largely of trade-offs and dilemmas that keep being resolved in different ways due to changes in context. In contrast, problems are simply moments of interruption in a process. When the interruption is repaired, under the guise of problem solving, the process continues to unfold and the vulnerability to interruption returns. Problems show up over and over because solutions seldom alter the dynamics of the process.

According to Weick (1995), this is where verbs come in for they capture the action that lays down the path for sensemaking. Verbs keep things moving for they remind people that they confront the activity of the environment rather than resistance and point to the actions that are available for commitment, making people think twice about whether those actions are what they want people to justify. Thus, people who think with verbs are more likely to accept life as ongoing events into which they are thrown and less likely to think of life as turf to be defended, levels of hierarchy to be ascended, or structures to be upended. Verbs force us to face that sensemaking is itself ongoing and the sense it makes, transient. Nouns do not. Therefore, because "verbs are closer to the dynamics of a process, to change a verb is to take the first step to change a process" (Weick, p. 188).

Chapter Summary

Although interest in learning in organizations has increased in recent years, Bethanis (1995) notes that scholars and practitioners have as yet to begin a serious exploration of the relationship between learning in organizations and language. Most perspectives on the relationship between learning and language appear as snippets of information embedded in broader discussions of an emerging paradigm for learning in organizations that emphasizes the informal, flexible, and social nature of the learning process (Hawkins, 1994; Kahn, 1993; Watkins & Marsick, 1993).

With the exception of Bethanis (1995), these perspectives have developed through the experiences and observations of the scholars, but do not appear to have been validated through research. For example, after exploring the possible relationship between learning

and language for many years, Fritz (1996) has concluded that a relationship between the two does not exist. It is unclear, however, from his description of the workshop exercises whether the outcome of the first exercise may have influenced the outcome of the second. Garvin (1993) and Bethanis (1995) offer contrasting views for the use of metaphors and whether or not they can create frameworks for action. In a different vein, Senge (1990) suggests that the structure of Western languages shapes our perceptions and, therefore, the way we learn. Handy (1993) identified a quick inventory of grammatical functions for the word "change." Nonaka and Takeuchi (1995) described how speakers of the Japanese language adjust their comments in response to their audiences' reactions to the nouns and verbs they use. Weick (1995) advocates the use of verbs over nouns to create and sustain momentum within organizations.

Although each perspective reaches a different conclusion about language and its relationship with the learning process, every perspective is founded with the desire to create a common understanding between and among individuals and groups within organizations in order to create or sustain a framework for action. That desire is also present in the emerging paradigm for learning in organizations described by Marsick (1988) and Hawkins (1994).

This chapter has continued the exploration of the perspectives of Garvin, Bethanis, Senge, and Fritz, which were introduced in Chapter 1 along with the research questions, and has introduced the perspectives of Handy (1993), Nonaka and Takeuchi (1995), and Weick (1995). It has also introduced a model for an emerging paradigm for learning in organizations. In Chapter 3, the processes for data collection and analysis are described. Chapter 4 then presents the data, while Chapter 5 continues the discussion of the findings and presents conclusions and recommendations.

CHAPTER 3: METHODOLOGY

Introduction

This case study has been designed to further the exploration of the relationship between learning and language. Merriam (1988) summarizes the value of the knowledge gained through case study as follows. First, it resonates with the personal experiences of the participants, making the case study knowledge more vivid, concrete, and sensory than abstract. Second, their experiences are rooted in context, distinguishing case study knowledge from abstract, formal knowledge derived through other research designs. Third, readers bring their own experiences to case studies, leading to the development of generalizations which they can extend to the populations they have in mind.

The following pages describe the processes developed to collect and analyze the data. This description also includes the steps taken to ensure the validity and reliability of the study and the ethical considerations taken into account to complete the study.

Data Collection

The data collection process consisted of four steps. In the first step, staff members were introduced to the study. Once the orientations had been completed, the participants photographed examples of learning in their work unit and then participated in an interview. In the final step of data collection, the participants validated their interview transcripts.

Orientation

The decision to include an orientation in the data collection process came from the researcher's experiences in the workplace. The orientation provided an opportunity for the participants to meet the researcher before the study actually began and receive background information about the study itself and, more specifically, their role in the study. It also provided the participants with an opportunity to begin their preparations for taking their photographs and to ask questions. Through the orientation the researcher also gained some insights into the routine of the participants and the work unit.

The orientation was designed so it could be presented to a group or an individual. After the participants had volunteered to participate in the study, it became apparent that individual sessions would cause the least disruption to the office routine. Each participant was asked to set aside 45 to 60 minutes for the activity. Four participants completed the orientation in individual sessions. Two participants completed the orientation in the same session. All orientations were completed within a two-week period. An agenda for the orientation is included as Appendix A.

During this step the researcher also began gathering written documents such as: (a) organizational charts; (b) policy documents; (c) employee orientation packages; and (d) publications developed for the work unit's clients (Altrichter, 1995; Bogdan & Biklen, 1992; Merriam, 1988). Four of the documents were developed by staff members in the work unit for the work unit itself. The remaining documents were developed by staff members in other areas of the organization and were developed for segments of the entire employee population. The director and the secretary for the work unit assumed responsibility for collecting and forwarding the documents requested by the researcher. The website maintained by the work unit also provided background information about the work unit.

Although documents are a ready-made source of data (Bogdan & Biklen, 1992; Merriam, 1988), scholars disagree over the value of the data collected from them. Altrichter (1995) believes the data collected through documents has higher credibility because it is independent of research activities. In contrast, Merriam (1988) and Bogdan and Biklen (1992) maintain the credibility of the data is lowered because documents are often developed for purposes other than research, resulting in data that may be fragmentary or that may not fit within the conceptual framework of the study. In addition, Merriam (1988) suggests that the authenticity of the documents may be difficult to determine.

Despite these limitations, Merriam (1988) sees no reason not to include data from documents relevant to the study. If they can be acquired easily, documents offer several benefits to research. For example, they can save time and lower research costs as well as offer stability and furnish descriptive information. In addition, they can verify emerging

hypotheses and advance new categories and hypotheses and, finally, they can offer historical understanding and track change and development (Merriam, 1988).

Photographs

Like written documents, photographs are sometimes viewed as unreliable data sources by scholars because they are produced for purposes other than research (Bogdan & Biklen, 1992). For example, they can represent orders given by a superior or the demands of the subjects. Additional concerns arise from the level of skill required to take the photographs, the expense, and the possibility of embarrassment. However, according to Bogdan and Biklen (1992), photographs can also ascertain clues about what people value and the images they prefer and present anomalies that may push the analysis further than originally hoped for. In addition, photographs can reveal what people take for granted; that is, what they assume is unquestionable.

For these three reasons, the participants were asked to photograph examples of learning in their work unit. Originally, one week had been set aside for this activity. However, to accommodate unforeseen changes in the participants' schedules, that timeframe was extended to approximately five weeks. Each participant received a disposable camera with 15 exposures as well as guidelines for taking the photographs and a pen and paper in case they chose to record any thoughts about their photographs. The guidelines for taking the photographs are included as Appendix D.

The researcher was also available during this activity to address any participant questions. The participants contacted the researcher through e-mail or by phone to express concern about using the camera properly and to seek validation for their ideas for their photographs. The researcher also occasionally dropped into the office to check on their progress.

Some difficulties did arise during this activity. Some participants reported a reluctance to ask people to sign letters of consent and so decided against photographing other people to avoid awkward moments. Taking photographs is an unusual activity for the workplace and, as a result, the participants occasionally forgot to take photographs. In addition, the photographs were not of the quality of a standard 35mm camera.

Interviews

In the third step of data collection, the participants were asked to share their perceptions of learning during a one-on-one interview. Each participant was asked to set aside 45 minutes for the interview. However, as the study unfolded, the participants proved to be extremely generous with their time and the interviews, which were tape recorded, actually varied from 60 to 90 minutes. The interview questions were designed with three purposes in mind. The first segment of the interview included questions developed to collect demographic information. The second segment of the interview was intended to stimulate discussion about learning by asking the participants to describe specific aspects of their photographs. The third segment of the interview was designed to discover the participants' general perceptions of learning in their work unit. To reduce the length of the interviews and to manage the amount of data, the participants were asked to select two photographs for discussion during their interviews.

The researcher had also planned to conduct the interviews away from the participants' work stations to avoid disruptions. This strategy was applied in three interviews, but the remaining interviews were conducted in the participants' work stations to accommodate their schedules. Although a few interruptions did occur in those interviews, the researcher used them as a means to gain further insights into the routine of the work unit by incorporating some aspect of the interruptions into the interview questions or recording her observations in her field notes.

Merriam (1988) and Altrichter (1995) characterize this type of interview as semi-structured. The interviews were guided by a list of questions recorded in Appendix E, but the exact wording of the questions was not determined until the interviews were underway. In using this approach, the researcher took advantage of the natural flow of the participants' thoughts. The questions were intended to be open-ended so the participants could shape their responses and were considered knowledge questions (Merriam, 1988).

Validation

The last stage in the data collection process involved the transcription and validation of the interviews. The researcher transcribed the interviews verbatim. Each

new passage was started on a new line and was marked with the speaker's first initial. False starts, hesitations, and pauses were marked by an ellipsis. Especially long pauses were marked by the phrase "(pause to think)." Pauses that were caused by laughter were marked as "(laughter)." Exclamatory remarks were marked with the exclamation point. Words or phrases that could not be transcribed were marked as "(inaudible)." Unlike Wells and Chang-Wells (1992), the researcher did not mark words spoken with emphasis or words or phrases spoken by the researcher and the participant in unison.

Once the interview tapes were transcribed, the participants were given two copies of their transcript so they could review and clarify their responses to the interview questions (Gall, Borg & Gall, 1996). The participants could keep one copy if they chose to do so. The second copy was returned to the researcher so any corrections or points of clarification could be included in the data analysis process. The participants were given approximately 10 days to review their transcripts. Some participants chose to make changes; others did not. Although this activity also provided the researcher with an opportunity to clarify responses and to ask for additional information, she decided against doing so in an effort to manage the amount of data.

Field Notes

Throughout the course of the study, the researcher recorded journal entries and field notes, which were also considered a source of data (Gall, Borg & Gall, 1996; Altrichter, 1995; Merriam, 1988). The researcher began making journal entries while writing the proposal for this study and continued the practice until data analysis was complete. During data collection and analysis, field notes were recorded after any contact with the participants using a contact summary sheet (Gall, Borg & Gall, 1996), a template of which can be found in Appendix F. As suggested by Merriam (1988) and Gall, Borg, and Gall (1996), the journal entries and field notes were used to document descriptions of the setting, the people, and the research activities as well as the sequence of events. Direct quotes and/or key words used by the participants and thoughts and observations about the data, including emerging interpretations or hypotheses and connections with the literature were also recorded in the journal entries or field notes.

The Participants

During the search for participants, the researcher relied on the experience of her research advisor in selecting an appropriate work unit. Merriam (1988) refers to this type of sampling as reputational-case selection.

A university placement service in a large Canadian post-secondary institution for higher learning agreed to participate in this study. The work unit includes approximately 50 staff members, who are grouped into three sub-units. One sub-unit supports internal clients; the second supports external clients; and the third provides administrative services for all staff members within the work unit.

The director of the work unit agreed to ask the staff members to participate in the study according to the following criteria. First, full-time and part-time staff members were asked to volunteer rather than be selected by the director. Second, a maximum of six staff members were asked to volunteer to manage the amount of data collected and analyzed and to minimize disruptions in the office routine (Gall, Borg & Gall, 1996). Finally, staff members from each level of the hierarchy within the work unit and from each sub-unit were asked to volunteer.

Based on these criteria, four women and two men agreed to participate in the study. Their participation was voluntary; however, once the study was underway, they were expected to participate in each of the four steps in the data collection process. The participants represented each level of hierarchy within the work unit and supported the work unit's internal and external clients. The third sub-unit was represented indirectly through the secretary of the work unit, who worked with the director to collect and forward written documents to the researcher. Four participants were full-time staff members. The two remaining participants were part-time staff members. One staff member was not a member of the local union; five staff members were members of the local union. All participants have, or are working toward, a post-secondary degree or diploma at a college or university. Their length of employment ranged from approximately one year to eight years and they ranged in age from their early 20s to early 40s. English is their first language.

Validity and Reliability

Following the advice of Gall, Borg, and Gall (1996), the following strategies were used to protect the validity of the data. First, data collected from the written documents, the interviews, and the researcher's field notes was triangulated. The participants also took advantage of the opportunity to review and modify their interview transcripts.

In addition to these measures, the researcher conducted a field test for both the data collection and analysis processes. The field test for data collection involved one participant. Gall, Borg, and Gall (1996) recognize the value of the data collected through interviews, but they also recognize that the data is susceptible to bias. To protect the validity of the data, they suggest conducting a field test to identify threatening or ambiguous questions. Procedures can then be developed to lower or eliminate the threat value of the questions or the questions can be rephrased to ensure that all participants interpret them in a similar manner. Field tests can also help to ensure that the methods chosen to record interviews do not disrupt the flow of the interviews. Finally, with the help of her research advisor and a critical friend (Dicker, 1990), the data analysis process was field tested to ensure that methods for coding and analyzing the data were sound (Gall, Borg & Gall, 1996).

Ethical Considerations

During the orientation session, the participants were informed of their right to opt out of the study. Each participant was also asked to sign a letter of informed consent, which is included as Appendix B. If the participants asked individuals who did not volunteer to participate in the study to appear in their photographs, they were instructed to ask the individuals to sign a consent letter. This letter of informed consent for non-participants is included in the thesis as Appendix C. The participants were also reminded to ask these individuals for permission to take their photograph before actually snapping the picture. The participants were also invited to speak with the researcher if they required additional information at any time during the study.

Anonymity was preserved by using a pseudonym for each participant. Since the participant group included more women than men, the researcher selected gender-neutral

names to protect the identity of the two male participants. Potential names were drawn from a list of names found in the researcher's dictionary. The researcher then asked two classmates and her advisor to select the names they felt could be most easily identified with either gender. Names chosen by all three were selected as the pseudonyms. The pseudonyms were organized in alphabetical order and then assigned to the participants.

Pseudonyms were not assigned to the work unit or the organization. They are simply referred to as the "work unit" or the "organization." Lastly, the photographs were not included in this thesis and will not be included in any articles written for publication.

Confidentiality was maintained through the following steps. First, only individuals who signed letters of informed consent appeared in the photographs. Second, participants were asked to conceal any confidential or personal information that may have appeared in their photographs. Third, only the researcher and her research advisor had access to the data. Although the researcher sought advice about process from her critical friend during the course of the study, the critical friend did not have access to the data. Fourth, all data collected during the course of the study was stored in a secure place at the researcher's home. Finally, the audio tapes were erased after the researcher successfully completed her oral defense. The paper and electronic copies of the interview transcripts, the researcher's field notes, and the photographs and their negatives were also destroyed at that time.

Data Analysis

This section describes the process used to analyze the data collected from each of the sources. The data was organized into three groups. The photographs and the researcher's journal entries and field notes were analyzed to develop a "big picture" view of the data. The interview transcripts, which were the primary focus of analysis, were analyzed next, followed by the written documents. The data was examined using interpretational analysis and followed the steps outlined by Gall, Borg, and Gall (1996).

The Photographs

Descriptions of the photographs are included in Chapter 4 to provide a context for the quotes from the interview transcripts. The descriptions include a brief summary of the people in the photographs, the activities they are engaged in, and the physical setting.

Interview Transcripts

The process for data analysis developed by Gall, Borg, and Gall (1996) includes five steps. In this study, the third and fourth steps were combined to form a single step. Therefore, the steps involved in completing the data analysis process included: (a) segmenting the database; (b) developing categories; (c) coding and grouping the database; and (d) drawing conclusions. The details for completing each of these steps follow.

Segmenting the Database

This step involves breaking the text into meaningful units that contain one item of information and are comprehensible even if read outside the context in which they are embedded. Gall, Borg, and Gall (1996) suggest including a question and its response in each segment.

The database was divided into three segments to mirror the structure of the interviews. The first segment included demographic information. The second segment included the participants' descriptions of their photographs, while the third segment included the participants' general perceptions of learning in their work unit.

Developing Categories

This step involves identifying categories that refer to phenomena mentioned in the database. Each category must be defined and labeled and guidelines developed to determine if the category is present or absent within any given segment. The process for developing categories begins by becoming familiar with the data (Merriam, 1988). The researcher became familiar with the data by transcribing the interviews; repeatedly reading the transcripts; and making notes each time the transcripts were read (Merriam, 1988).

In the initial stages of data analysis, several options for categories were explored. These options were influenced by the perspectives of the relationship between language

and learning presented in Chapters 1 and 2. For example, Senge (1997), among others, called for the development of a new language — a universal language. Therefore, when analyzing the data, the researcher looked for the presence of a common vocabulary. Other scholars (Morgan, 1997; Bethanis, 1995; Garvin, 1993; Nonaka, 1991) discussed the merits and limitations of metaphors . As a result, the use of metaphor became a second option for a category during data analysis. Fritz (1996), Handy (1993), and Nonaka (1991) spoke of the structure of language. Their perspectives became the foundation for a category that would identify the derivatives of the word "learn" as well as the grammatical functions of each of the derivatives.

Coding and Grouping Category Segments

Once the categories have been established, each segment needs to be assigned to the appropriate category (Gall, Borg & Gall, 1996; Merriam, 1988). Gall, Borg, and Gall (1996) also remind researchers that categories may need to be revised during this phase to address ambiguity with the categories or data that cannot be coded. When coding has been completed, all segments within a category are brought together for comparison within and across categories. These activities clarify the meaning of each category by creating sharp distinctions between categories and deciding which categories are most important to the study (Gall, Borg & Gall, 1996).

To manage the amount of data and to accommodate her level of knowledge regarding the technical aspects of language and its structure, the researcher discussed her approach to analysis with her research advisor, her critical friend, and a professor specializing in linguistics. These conversations helped the researcher maintain a focus for the data analysis and led to the decision to continue working with only three categories: the identification of key words and the frequency of their use; the identification of the derivatives of the word "learn" and the frequency of their use; and, finally, grammatical functions of the word "learn" and its derivatives as well as the frequency of their use.

To limit the size of the key word category, the researcher looked for words indicating management style, facilitation style, types of conversations, and time. The grammatical functions category was created to identify whether the word "learn" and its derivatives were used as a: (a) noun, (b) adjective, (c) verb, or (d) adverb. In the process

of identifying and tabulating the grammatical functions associated with the derivatives, the researcher discovered additional grammatical functions for the derivatives. They are presented in the following chapter, but the implications of their use were not explored as thoroughly as the parts of speech.

A set of tables for each category was created so the results from each transcript could be tabulated. Summary tables for each category were also created to look for patterns between and among the categories and each of the transcripts. The researcher used the find and replace function in Microsoft Word, Version 6 to record, by segment, the use of key words as well as the frequency of their use. This approach was also applied to identify the use of the word "learn" and its derivatives. The approach to tabulate the parts of speech for each derivative was slightly different. The researcher read through each transcript to assign a part of speech to each occurrence of the derivatives. Once the tables for each participant had been completed, the totals were transferred to the corresponding summary table.

Drawing Conclusions

The first three steps in this model (Gall, Borg & Gall, 1996) provided a description of the data. In this final step of the model, the researcher uses those descriptions to draw conclusions by identifying themes and/or patterns within the data. Gall, Borg, and Gall (1996) define themes as salient, characteristic features of a case study while patterns are defined as inferences that particular phenomena are systematically related to one another.

This step of the analysis occurred over the space of several months and was interrupted on two occasions. The first interruption was caused by illness. The second interruption occurred when the researcher accepted a government contract. Although both interruptions delayed the completion of the study, they presented the researcher with opportunities to consider the data with fresh perspectives, which helped the researcher mature her thoughts and contributed to the development of the themes described in the following chapter.

Journal Entries and Field Notes

As with the transcripts, the researcher followed the steps outlined by Gall, Borg, and Gall (1996) to analyze the journal entries and field notes. They were organized by month, with each month forming a segment within the database. The categories used to analyze the transcripts were developed by reviewing the comments documented in the journal entries and field notes. Most specifically, the repetition of words or topics in the field notes formed the foundation of the list of words included in the "key word" category described in the previous section.

Written Documents

Eight written documents were collected during the course of the study. Four documents originated within the work unit and four originated at the institutional level. Those documents originating within the work unit were collected while the participants were taking their photographs and being interviewed. They included: (a) an organizational chart; (b) a publication for internal clients; (c) a general document outlining the goals of the work unit and the services available to both internal and external clients; and (d) an orientation package developed for part-time staff members.

The documents originating at the institutional level included a form and its instructions for claiming professional expenses and two documents outlining employee benefits for two specific segments of the employee population. The fourth document was a report outlining the learning needs for a specific segment of the employee population at the educational institution. Through discussions with her advisor, the researcher knew the report would not be available until late in the study so the documents were the last source of data analyzed by the researcher.

As with the other sources of data, the researcher followed the steps outlined by Gall, Borg, and Gall (1996). The documents were relatively short so each document became a segment within the database. The results of the coding were recorded in tables that summarized the occurrences of the word "learn" and its derivatives found in the eight documents. A list of key words was not developed for the written documents because their purposes and audiences were too varied for the context of this study.

Chapter Summary

This chapter has outlined the processes for collecting and analyzing the data for this study. Six participants were asked to: (a) participate in an orientation; (b) photograph examples of learning in their work unit; (c) participate in an interview; and (d) validate their interview transcripts. Once the transcripts had been validated, the researcher used her journal entries and field notes to develop a series of tables to identify: (a) key words used in the transcripts; (b) the derivatives of the word "learn" used by the participants and in written documents developed in the work unit and the institution; and (c) the grammatical functions of those derivatives. While completing these tables, the researcher developed a list of questions that helped to focus her thinking and organize the findings. Conversations with the researcher's advisor and critical friend also helped to organize the data.

Chapter 1 set the context for the study while Chapter 2 summarized the literature considered relevant to the study. The findings from the study are presented in Chapter 4. Chapter 5 continues the discussion of the findings and presents the conclusions and recommendations directed toward the participants and their work unit.

CHAPTER 4: PRESENTATION OF THE DATA

Introduction

The research questions are an invitation to explore the relationship between language and learning by examining the nature of the language used by a group of co-workers to describe learning in their work unit. This chapter presents the researcher's general observations of the data as well as the quantitative data collected from the photographs, interview transcripts, and written documents. The quantitative data includes the derivatives of the word "learn" used in each source and the number of times the derivatives were used. It also includes the elements of syntax associated with each derivative and the number of times each element of syntax was used.

General Observations from the Journal Entries and Field Notes

Through a review of the journal entries and field notes, a "big picture" view of the data developed. That perspective included several observations. For example, the work unit has a warm, supportive environment. All participants have a clear understanding of their roles and responsibilities and are bright, articulate, and confident in their skills and display a strong orientation for customer service.

All participants reported that they learn by doing. The photographs appear to support this belief. For example, many of the photographs show the participants and/or their co-workers working at their computers or talking on the phone. Reflection did not seem to be a part of their general approach to learning.

All participants used the same tools to complete their work-related tasks and to learn. They chose to photograph activities or tasks that are a routine part of their daily activities. Some activities may occur more frequently than others, but the pictures do not include special events or out-of-the-ordinary assignments.

All participants can identify learning when they see it because they all took pictures of learning in their work unit. In contrast, only one participant offered a definition for learning. Their expectations for learning are specific in that they are focused on learning to get the job done as quickly and accurately as possible to meet the

expectations of their positions. It is acceptable to seek help when learning in some situations, but not others. Permission to seek help appears to come from the staff members themselves as they progress through the task at hand and may reflect the level of confidence they have for their skills in any given activity.

Although the participants were discussing learning, only two of them used terms commonly found in the relevant literature. They referred to "organizational learning," However, Jordan coined the term "self-inflicted learning."

The majority of the photographs featured one person. Some of the photographs captured a person talking on the phone. The nature of the conversation seemed to determine whether the person in the picture was learning or if both people engaged in the conversation were learning together.

Only one participant expressed a dissatisfaction with learning in the work unit. The cause for that dissatisfaction was unclear to the researcher.

At one point, Terry observed that "learning is underneath everything we do." It was a "Aha!" moment for both participant and researcher. The study was already examining the structure of the language used by the participants. As a result of Terry's observation, the researcher decided to look for additional structures that may have influenced each participant's learning.

The researcher discovered that several broad categories of structures may play a role in learning experiences within the work unit. These categories include: (a) organizational structures, (b) working relationships, (c) location and design of their work stations, (d) communications, (e) information, and finally, (f) work processes. While identifying these structures, the researcher also took note of the elements of the learning process that the participants referred to during the interviews. The components within each of the structures are briefly listed in Table 4. The participants spoke of the various structures and their components as a matter of course. One structure was not viewed as more important than the other structures and the participants did not indicate whether the structures and their components helped or hindered their learning — with one exception. Leslie found that some noises could interfere with the completion of learning and/or work-related activities.

Table 4

Additional Structures Found in the Interview Transcripts

Organizational	**Relationships**
full-time / part-time staff members	intrapersonal
department subunits	co-workers
union / non-union	external / internal clients
roles & responsibilities	peers across institution
internal /external clients	management styles
reporting hierarchy	job functions
rhythm / frequency of tasks	proximity
pay / benefits	socializing
work unit / institution	values / beliefs
Work Stations	**Communication**
shape	purpose
tools	type
location	location
furniture	planning
noise	participants
windows	formal / informal
Information	**Learning**
types	levels
collecting	types
sharing	tools
storing	skills
levels	attitudes
technologies	behaviors
staff / clients	learners
	facilitators
Work Processes	education / training
performance reviews	methods
recruiting	process
customer service	value
products / services	priorities
marketing	staff / clients
networking	
planning	
orientation	

The Photographs

Although some participants may have privately questioned the value of taking the photographs, all participants agreed to photograph examples of learning in their work unit. In two interviews, the researcher and participant discussed photographs that had not been developed (due to overexposure) because the participants believed the photographs documented an important aspect of learning in the work unit. In both cases, the participants spoke from memory.

The participants described three scenarios when taking their photographs. In one scenario, the participants identified examples of learning for the photographs by the end of the orientation because they were already familiar enough with their perceptions of learning. In the second scenario, they took some time to recall past learning experiences and then recreated those experiences with the help of their co-workers. In the third scenario, photographs were taken in the moment, when the participants suddenly became aware that they or a co-worker were learning.

When selecting photographs for discussion during the interviews, the participants chose to discuss photographs that captured a staff member in the process of completing a routine task or that captured a disruption in the normal routine of completing a task.

Tables 5 to 10 describe the photographs. The descriptions identify the activity documented in the photograph, where the activity occurred, and who or what was photographed. The participants identified the activity, the location, and the content of the photographs with little hesitation or reflection. However, identifying who initiated the learning and who facilitated the learning required varying degrees of reflection for each of the participants.

Sometimes the responsibility for facilitating the learning was shared; sometimes it was not, depending upon the circumstances surrounding the example of learning. In all but one of the photographs, information was being collected or shared or both. Who was collecting the information seemed to determine who was facilitating the learning. If both people were collecting information through the task at hand, responsibility for facilitating the learning was seen as a shared responsibility.

Table 5

Photographs Discussed by Chris During Interview

Photograph 1	Activity: participant sitting in front of computer Setting: participant's office Learner: participant Tools: computer, telephone, books, other people Initiator: participant Facilitator: participant
Photograph 2	Activity: participant facilitating a consultation Setting: room at an off-site location Learner: consultation attendees, participant Tools: facilitator guide, flipchart, pens, overhead projector, screen Initiator: steering committee for consultation, participant Facilitator: participant

Table 6

Photographs Discussed by Kelly During Interview

Photograph 1	Activity: participant on the phone with an external client Setting: participant's office Learner: participant and client Tools: fax machine, telephone, computer, files, manuals, wall shelving, bulletins boards Initiator: participant Facilitator: participant and client
Photograph 2	Activity: staff member sitting at desk Setting: participant's office Learner: staff member and participant Tools: none Initiator: participant Facilitator: staff member

Chris considered the facilitation of the consultation part of an ongoing process to develop facilitation skills. This example of learning was the only example to be

explicitly identified as part of a process. The remaining examples seem to be considered separate and distinct tasks.

Table 7

Photograph Discussed by Leslie During Interview

Photograph 1	Activity: participant on the phone with an external client Setting: participant's office Learner: participant and client Tools: roll-a-dex, binders, filing cabinet, calendar Initiator: participant Facilitator: participant

All six participants photographed examples of learning that occurred in their work stations or in an area immediately outside their work stations. One participant chose to photograph an example of learning at an off-site location. In this example of learning, the participant was facilitating a workshop.

Table 8

Photographs Discussed by Pat During Interview

Photograph 1	Activity: staff member handing a student a piece of paper Setting: information desk Learner: staff member and student Tools: the piece of paper Initiator: student Facilitator: staff member and student
Photograph 2	Activity: staff member handing a student a book Setting: resource centre Learner: staff member and student Tools: the book and other resource materials, staff member training, student evaluation of staff member Initiator: student Facilitator: staff member

A total of 52 photographs were taken, 33 of which were developed. Four of the 33 photographs did not include people in the example of learning. Book shelves, a work station, a cash register, and a Santa Claus candle were featured in these photographs. The participants and/or their co-workers appeared in 29 of the 33 photographs. Twenty of those photographs were of an individual engaged in a work-related task. A participant was in 11 of those photographs. In nine photographs, two people were engaged in a work-related task. A participant appeared in three of those photographs. None of the photographs included groups of three or more people.

Table 9

Photographs Discussed by Robin During Interview

Photograph 1	Activity: participant displaying computer product Setting: resource centre Learner: participant Tools: instructions for the task, computer, validation of work Initiator: participant Facilitator: participant
Photograph 2	Activity: no obvious activity — picture of a cash register Setting: information desk Learner: participant and two other staff members Tools: cash register Initiator: participant Facilitator: participant

The work-related tasks included several activities. An individual working at a computer was the most commonly photographed activity. This scenario appeared in thirteen photographs. Two participants photographed the same example of learning. An individual talking on the phone was the second most commonly photographed activity and appeared in four photographs. Other activities included filing, recording information in a binder or on a flipchart, photocopying, writing at a desk, and working with a newspaper.

Table 10

Photographs Discussed by Terry During Interview

Photograph 1	Activity: fellow participant at a computer Setting: resource centre Learner: participant and fellow participant Tools: computer, graphics software, pen and paper Initiator: participant Facilitator: fellow participant
Photograph 2	Activity: two staff members recording information in a binder Setting: information desk Learner: the two staff members Tools: pen and paper, date stamp, binder, journals Initiator: participant Facilitator: one of the staff members

Elements of Syntax in the Interviews and Written Documents

Quantitative data was collected to develop an appreciation for the way in which the participants used the word "learn" and its derivatives. The data was collected for two reasons: to identify the derivatives of the word "learn" used in the transcripts and to then identify the grammatical functions of each occurrence of the word "learn" and its derivatives. The list of derivatives included in the "key word" table was developed through knowledge that was gained in work completed before the study was proposed. Ten tables were developed to analyze the transcripts and written documents. All results recorded in the tables reflect the language used by the participants during the interviews and the language used in the written documents. When reading through this section, remember the data tabulated through the tables is not statistically significant because the study was limited to a sample of six. Also note that the results exclude the language used by the researcher.

Derivatives Used in the Interviews

Five derivatives of the word "learn" were used by the participants, including: (a) learn; (b) learned; (c) learner; (d) learning; and (e) learnt. "Learnt," which is a second form of the past participle of learn, appeared in only one transcript. It is usually considered the British pronunciation for the derivative. "Learning" was the most commonly used derivative, followed by "learn." "Learning," "learn," and "learned" appeared in all six transcripts. "Learner" was the derivative used least by the participants, appearing in only two transcripts. In one instance, "learner" referred to a participant. In the other two instances, "learner" referred to a client. In all but two instances, the derivatives appeared in the interviews while talking about the photographs and the participants' general views of the learning process. The two exceptions occurred when two participants used the derivative "learn" while providing demographic information.

The participants did not use the following derivatives: (a) learns; (b) learners; (c) learner's; (d) learners'; and (e) learnings. In addition, they did not attach prefixes or suffixes to the derivatives to create new derivatives, such as "non-learning," "unlearning," or "learnable." Tables 11 and 12 list the derivatives and their frequency of use in the interviews, first by individual participant and then by interview segment.

Table 11

Derivatives Used by Participants

Derivative	Chris	Kelly	Leslie	Pat	Robin	Terry	Totals
learn	41	13	18	14	19	11	116
learned	13	5	6	7	9	3	43
learner				2	1		3
learning	42	23	27	38	34	28	192
learnt					10		10
Totals	96	41	51	61	73	42	364

The data was also examined according to: (a) age, (b) gender, (c) position, and (d) level of education. No clear patterns emerged.

Table 12

Derivatives Used in Each Interview Segment

Derivative	Demographics	Photographs	General Discussion	Totals
learn	2	56	58	116
learned		15	28	43
learner		2	1	3
learning		86	107	192
learnt		2	8	10
Totals	2	161	202	364

Derivatives Used in the Written Documents

Eight documents were reviewed. Four of the documents were developed in the work unit. They included a mission statement, organizational chart, orientation package, and a publication. The remaining documents were developed at the institutional level and included a needs assessment for learning for a targeted group within the institution's employee population, benefit guides, and an expense claim form. Three documents did not contain any derivatives. The bulk of the derivatives (88 percent) were found in the needs assessment. A total of four derivatives were found in the documents. Like the interview transcripts, "learning" was the most commonly used derivative, followed by "learn." "Learned" and "learns" were the other two derivatives. The following derivatives were not used in the documents: (a) learner; (b) learners; (c) learner's; (d) learners'; (e) learnt; and (f) learnings. Like the interview transcripts, the documents did not attach suffixes to any of the derivatives. Unlike the interview transcripts, however, a prefix was attached to the word "learning" in the needs assessment. "Non-learning" was used 11 times. In all instances, it was used as an adjective.

Table 13 identifies the documents developed by the work unit and lists the derivatives found in each of the documents.

Table 13

Derivatives Used in Work Unit Documents

Derivatives	Mission	Org Chart	Orientation	Publication	Totals
learn			3	12	15
Totals			3	12	15

Table 14 identifies the documents developed at an institutional level and lists the derivatives found in each of those documents.

Table 14

Derivatives Used in Institutional Documents

Derivatives	Needs Assessment	Academic Benefits Guide	Professional Expense Claim	Collective Agreement	Totals
learn	3				3
learned		1	1		2
learning	116				116
learns	2				2
Totals	121	1	1		123

Table 15 brings the totals from the two sets of documents together for comparison.

Table 15

Derivatives Used in Written Documents

Derivatives	Work Unit Documents	Institutional Documents	Totals
learn	15	3	18
learned		2	2
learning		116	116
learns		2	2
Totals	15	123	138

The Elements of Syntax

After identifying and tabulating the frequency of use for each derivative, each occurrence of the derivatives was tagged with the appropriate grammatical function or functions.

Table 16 lists the derivatives used by the participants and documents which part of speech was assigned to each derivative and how often.

Table 16

Derivatives in the Interview Transcripts and Their Assigned Parts of Speech

Derivative	Noun	Adjective	Verb	Adverb	Totals
learn		15	89	12	116
learned			43		43
learner	3				3
learning	100	31	61		192
learnt			10		10
Totals	103	46	203	12	364

Table 17

Parts of Speech Organized by Participant

Function	Chris	Kelly	Leslie	Pat	Robin	Terry	Totals
Noun	24	17	15	17	20	10	103
Adjective	6	4	3	13	15	5	46
Verb	61	18	31	31	37	25	203
Adverb	5	2	2		1	2	12
Totals	96	41	51	61	73	42	364

Table 17 organizes the frequency of each part of speech according to participant.

Table 18 provides a complete list of the grammatical functions for each of the derivatives. This list refers to the grammatical functions found in the data. Additional grammatical functions can be associated with a specific derivative if one examines the derivatives from a broader context. For example, "learner" is often used as an adjective, as in the phrase "learner needs."

Table 18

Derivatives and Matching Grammatical Functions

Derivative	Grammatical Function
Learn	Adjective, Modifier, Verb, Adverb, Infinitive, Object, Predicate
Learned	Adjective, Modifier, Verb, Past Participle
Learner	Noun
Learning	Noun, Adjective, Modifier, Verb, Adverb, Subject, Object, Metaphor, Gerund, Present Participle
Learnt	Verb, Past Participle

In the interview transcripts, the derivatives were most commonly used as verbs, followed by nouns. The adverb was the least commonly used grammatical function for the derivatives. The derivative "learn" was most commonly used as an infinitive. When

used as an infinitive, "learn" can also modify either a verb or noun. This explains why it has been identified not only as a verb, but also as an adjective and adverb.

Table 19

Parts of Speech Used in Work Unit Documents

Function	Mission	Org Chart	Orientation	Publication	Totals
Noun					
Adjective			2	2	4
Verb				10	10
Adverb			1		1
Totals			3	12	15

Seventy-three percent of the derivatives used in the documents were adjectives. Unlike the interview transcripts, "learned" appeared in one of the documents as an adjective. This change in grammatical function also represents a change in pronunciation. Tables 19 and 20 summarize the frequency of use of the parts of speech for the derivatives in the written documents.

Table 20

Parts of Speech Used in Institutional Documents

Function	Needs Assessment	Academic Benefits Guide	Professional Expense Claim	Collective Agreement	Totals
Noun	24				24
Adjective	95	1	1		97
Verb	2				2
Adverb					
Totals	121	1	1		123

As shown in Table 18 some derivatives, such as "learner," have a single grammatical function within the context of the study. Other derivatives, such as "learning" and "learn" can be tagged with several grammatical functions. Sometimes the derivatives fulfill only one of those grammatical functions in a sentence. At other times they can fulfill several functions simultaneously. For example, a single occurrence of the derivative "learning" can be labeled as a: (a) noun, (b) gerund, (c) metaphor, and (d) object or subject. In addition, another level of detail can be applied to the grammatical functions. For example, "learning" used as a noun can be labeled as a noun universal, a noun metaphorical, or a noun particular, depending on the context of its use. That same level of detail can also be applied to the other parts of speech.

Additional dimensions to the grammatical functions of the derivatives can be observed when one considers the relationship between an individual word and a larger whole, such as a phrase or clause within a sentence. In considering that relationship one might see that the purpose of the individual word can be changed or enlarged by the function of the phrase or clause. Thus, a derivative acting as an adjective can also be part of a noun phrase that acts as the: (a) subject of the sentence; (b) the object of the verb; or (c) perhaps, the object of a preposition. In more complex sentences, that same noun phrase can become part of a clause that can be labeled as, for example, an independent or dependent clause as well as a subject clause or predicate clause.

Chapter Summary

This chapter has presented the quantitative findings of the study. The general observations of the researcher were presented first to provide a context for the quantitative data. The quantitative findings included the identification of the derivatives used by the participants when discussing learning in their work unit and the derivatives used in a sampling of the written documents produced within the work unit and, in a broader context, within the organization itself. The quantitative findings also included the frequency of use for each of the derivatives. Once the derivatives had been identified, the context of their use was examined to determine which elements of syntax were associated with each of the derivatives.

The first three chapters set the context for the study, summarized the relevant literature, and outlined the process for collecting and analyzing the data. Chapter 5 continues the discussion of the findings within the study and presents the conclusions and recommendations.

CHAPTER 5: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The preceding chapters have introduced the research questions, presented several perspectives exploring a relationship between language and learning, described the methodology for collecting data, and presented the data itself. Now the time has come to pull all the pieces together — to draw conclusions from the findings and offer suggestions for future explorations of learning within the participants' work unit and, by extension, discuss the implications for future research and practice.

The traditional approach to writing a thesis leads to a well-organized document with a formal tone. The participants in this study made few, if any, references to "formal" learning so perhaps the time has also come to adopt a lighter tone in this closing discussion of the findings, conclusions, and recommendations.

Connections Between the Findings and Relevant Literature

Throughout the process of developing the research questions, reviewing the literature, developing an appropriate methodology for collecting and analyzing the data, specific phrases from the literature returned to the researcher's mind again and again and again. Those phrases included Garvin's (1993) reference to high philosophy and sweeping metaphors, Garvin's call for a definition for learning as well as a framework for action, and Senge's (1997) reference to the subject-verb-object structure of western language. This section opens the final discussion of the findings, conclusions, and recommendations by connecting the findings and perspectives offered by Garvin and Senge.

Garvin's High Philosophy and Sweeping Metaphors

Although a close examination of the derivatives of a word such as "learn" is probably not a part of our routine efforts to communicate with one another, the examination does reveal the extent to which we take our language for granted. Consider the list of derivatives once again. How often do we associate a word such as learner with

our roles and responsibilities in the workplace? How often do we consider the implications of using gerunds in our everyday language? A word such as "learning" creates a paradox, not only in our language, but in our actions because it can be both noun and verb simultaneously. By definition, a gerund is a verbal noun. How then do we define a word such as learning? How can we identify and categorize the characteristics of the learning process? Do our expectations for the process change when we shift our focus from the concept of learning (viewed as a noun) to the activity of learning (viewed as a verb)? In what ways do our expectations change? When we assume the role of learner, do we know ourselves well enough to answer these kinds of questions?

Perhaps this unconscious shift in focus begins to explain why the literature about learning organizations is filled "with near mystical terminology" (Garvin, 1993, p.78) and "high philosophy and grand themes, sweeping metaphors rather than the gritty details of practice (Garvin, p.79). Perhaps our views of learning as a noun are idealized because the idealized concept is a source of inspiration and hope for the future. It is how we recognize the potential within ourselves and other people. It is how we create a vision for ourselves and our communities. When we engage in the activity of learning, our needs shift. We are busy and need to learn new skills and behaviors as quickly as we can. Our needs become pragmatic and the question of how supplants the question of why.

Too often the questions of how and why become a paradox focused on "either/or." Learning is fast or slow. Learning is formal or informal. Learning is intentional or accidental. Learning is simple or complex. Learning is a process or an event. In many cases, however, the "either/or" becomes a blend of both.

Perhaps the complexity of the grammatical function of words such as learning and the other derivatives of "learn" can be considered a metaphor for the complexity of the learning process itself. If so, it begins to offer another explanation for the difficulties in developing a workable definition for learning and, by extension, the learning organization. Perhaps it begins to explain the value of developing and using different methods, tools, and strategies for learning. Perhaps it can open the door for new perspectives and possibilities for the role of learning within organizations and in our personal lives. Perhaps it can offer insight into our own roles and responsibilities within the learning process, not only for ourselves, but for the people around us as well.

It's Sort of Underneath Everything

An observation made by Terry during the interviews has been an invaluable source of reflection for the researcher. During the last segment of the each interview, the participants were asked to talk about their general perceptions of learning. When asked whether staff members in the work unit talk about learning, Terry replied, "No. I mean it goes on all the time, but it's sort of underneath everything, I think. Yeah, I don't think we talk a lot about how we learn and I notice when Kelly was showing me and also somebody else, one of the students, the system, she might be fine in learning how to ... if Kelly is sort of doing all the ... just showing us how to do it, she might be fine with that kind of routine, but I was a little uncomfortable coz I wasn't involved in any way. I was just watching somebody do it, so, you know, it's always there, but it ... you know, don't tend to talk about it, I don't think."

The study's focus was an examination of the relationship between language and learning. However, Terry's observation was a reminder that the structures we associate with both language and learning are not isolated. They blend with other structures that determine the way in which we develop and maintain relationships with ourselves and others. Language and learning blend with the structures that help us organize and access information. They also blend with the structures that guide the way in which we interact with our physical environment.

If we continue with that line of thought and recall the different grammatical roles that were associated with "learn" and its derivatives, the limitations of the western languages may not seem so restrictive when we consider Senge's observations. Certainly, when one considers the structure of a specific sentence, the limitations remain in place. However, if one steps back, and considers the role of the sentence within the paragraph and the role of the paragraph within the document, a flexibility in the structure of our language may begin to surface. Thus, a word such as learning may assume the role of subject, verb, and object in different instances throughout the document. Perhaps it is context that determines the role of words like "learning" and not necessarily the structure of our language.

The Fluid Nature of Learning

Reflecting upon the perspectives presented in the literature and Terry's observation also to offered food for thought when pondering the paradoxical nature of the learning process. One begins to wonder if people see a single paradox in the learning process or any number of paradoxes. The literature speaks of the learning process, but do we actually engage in several learning processes simultaneously? Some may be related to developing a single skill or several skills. Some of our learning processes may be reflected in the way we establish and maintain our relationships with ourselves, our families, and our co-workers. Some of the learning processes may be professional in nature; others may be personal in nature. Some may overlap; others may not. Some of the learning processes may occur during the course of a single event or situation; others may continue from one experience to the next. Some of the learning processes may by joyful, awe-inspiring, and humorous, while others may be frightening or frustrating.

Terry's observation may imply that our learning may be layer upon layer of events and lessons learned presents an interesting visual. Models for learning are often portrayed in neat and tidy boxes. We assume that our learning is progressive and that we will continue to move forward — perhaps in spurts and bouts rather than a steady pace, but moving forward nonetheless. But what happens if the layers of our learning become entangled? How do we go about untangling the layers? How do the entanglements influence the outcomes of our learning? Perhaps we realize we are no longer moving forward. Some layers in our learning may even take us backward.

If so, perhaps we need to envision a model for learning that includes those layers and layers of events and lessons learned. Imagine filling a pan with water. The pan represents the boundaries you may wish to establish for your learning. You can choose a frying pan, a ceramic pan, a plastic pan. It can be shallow or deep. Colored or translucent. Fill it with a liquid. Again, you can choose the type of fluid —water, juice, tea, coffee. The fluid can be clear, or can be a color of your choosing. It can be creamy or bubbly. The pan and fluid represent your boundaries for learning and within those boundaries, you control the depth of the fluid, the direction it flows, whether the fluid remains calm or becomes turbulent. Changes within the pan and the fluid coincide with changes in your perceptions of your learning.

A Framework for Action

Garvin's (1993) critique of the literature discussing the learning organization referred to grand themes and sweeping metaphors. He also suggested that the literature failed to offer a framework for action within organizations. That phrase — framework for action — intimidated the researcher throughout the course of her studies. Terms like learning systems and learning architecture and organizational learning and metalearning permeate the literature so a phrase like "framework for action" must involve something grandiose and larger than life!

Well, perhaps not. Although several conclusions can be drawn from the findings, this discussion focuses on two simple conclusions. The first continues the discussion of learning models and the second returns to the relationship between language and learning.

Envision a Learning Model

Models for learning are often portrayed in neat, tidy visuals such as boxes, pyramids, or circles. However, the findings demonstrate that the learning process may not be as neat or orderly as portrayed in many of the learning models. Our learning is filled with paradox and each of us experiences learning in our own unique way. It is a part of our daily routine and is reflected in our relationships, in the way we organize and access information, and in the way we organize and control our physical environments. Each of us may benefit from envisioning a learning model that incorporates as many of the elements of our daily routines as possible.

In doing so, perhaps we can begin to recognize phases in our learning, to recognize the emotions we feel as we learn, to recognize the paradoxes that may influence our learning, to recognize appropriate tools and approaches, to recognize how learning can affect the roles and responsibilities we assume in our daily lives, to set appropriate priorities and goals, and, finally, to recognize when our perceptions of learning have evolved or changed.

Participating in an exercise such as envisioning a personal learning model may also help to bridge the gap between viewing learning as a noun and viewing learning as a

verb. Staff members may choose to envision a model for their learning privately, with the help of a peer, or in a group setting. Perhaps all three approaches will be appropriate.

Influence the Nature of the Language Used to Describe Learning

All participants in the study reported that they "learn by doing." That being the case, exercises such as blending learning and daily routines to create a personal learning model may provide a comfortable starting point in their explorations of learning. This preferred approach to learning may also prove useful in developing a language of learning within the work unit. As their approach to "learning by doing" evolves, so, too, can their language of learning evolve to reflect changes in perceptions, priorities, goals, and outcomes.

The prospect of influencing and developing a language of learning within a work unit is an exciting opportunity, but it may also feel like a daunting task with heavy responsibilities. The key may lie in, once again, finding a comfortable starting point. One suggestion may be to state the obvious. Although we may not immediately see the obvious, it is familiar to all members of a group or work unit.

In writing this thesis, the researcher has discovered the obvious is often overlooked because we tend to take it for granted. As a result, we don't always see the obvious and, by extension, fail to act upon it. In other instances, the obvious may be overlooked because of its simplicity. In these circumstances, stating something that's simple can be a risk that damages the individual's credibility within the group.

Throughout her studies, however, the researcher's advisor has reminded her to state the obvious and she has learned that the benefits far outweigh the risks.

Chapter Summary

Earlier chapters introduced the research questions, presented a number of perspectives regarding a relationship between language and learning, outlined the methodology for collecting and analyzing the data, and presented the findings. This chapter attempted to pull the pieces together by encouraging the participants and their co-workers to envision a personal learning model for themselves and to activity engage in the development of a language of learning in their work unit.

There is, however, one last aspect of learning and language and working that wasn't addressed in the findings, the literature, or conclusions. It is a gentle reminder to give ourselves permission to play with our language and our learning and our work more often. The stress or regularity of our routines can all too easily sap our sense of fun. In the spring of 2002, Steve Croft interviewed Yogi Berra for a segment of 60 Minutes. Yogi is famous not only for his accomplishments as a baseball player, but also for his unique style of expression. So as this discussion of language and learning draws to a close, remember the following "Yogi-ism" — When you come to the fork in the road, take it!

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APPENDIX A: ORIENTATION AGENDA

Introduction (5 minutes)

- Currently in the masters program for Adult Education (Educational Policy Studies)
- Undergrad degree in English
- Most of my work experiences has been in the oil and gas industry
- Worked as a technical writer developing user manuals for software and electronic equipment, safety procedures to comply with government regulations, and marketing presentations for international clients
- Also worked on project teams planning the implementation of various HR processes
- Participation in the project teams led to my interest in learning in the workplace

Purpose (5 minutes)

- Develop new knowledge about integrating work and learning through the analysis of language used by staff members to describe learning in your work unit
- Interested in the relationship between language and learning because I got confused by the vocabulary that scholars use in their literature
- Began to wonder to people in the workplace talk about learning in the same way

Research Process (10 minutes)

- Today's discussion focuses on ethics
- At the end of this meeting I'll be asking you to sign a letter of consent
- Be sure you're comfortable with the information you've been given before signing the letter
- Remember that if your circumstances change, you can withdraw from the study at any time
- I'll be reminding you of your "right to opt out" every time we meet or talk
- You, the work unit, and the university will not be identified by name in any of the written material associated with the study (e.g., interview transcripts, thesis, articles written for publication)
- Photos will not be included in any written material associated with the study and will be destroyed when I've successfully completed the requirements for my degree
- Ensure that everyone who appears in the photos has signed a letter of consent
- If you decide to include people in your photos who aren't directly involved in the study, ask for their permission to take their picture before you take the photo
- Findings of the study will not be linked to you
- Our conversations will be confidential
- Access to data will be limited to my research advisor, a critical friend, and myself

Methodology (10 minutes)

Orientation

- Introduce the study and the research process
- Distribute and collect the letter of consent
- Collect background information on your work unit such as:
  - Evolution of the work unit (historical information)
  - Policies that support learning and/or development
  - Marketing presentations/brochures that explain the services provided by your work unit

Photographs

- Will be asking you to take a minimum of 7 photos of learning in your work unit over a 1 week period
- Photographs are a tool to stimulate discussion during your interview
- Guidelines for taking the photographs, cameras, and letters of consent will be provided
- Cameras will be distributed after everyone has completed the orientation
- Will be making 2 sets of photos so we can both review the photos before the interview
- Will deliver the photos the day after I pick up the camera
- I'll assume the cost of developing the film and will be available for questions if needed
- Photos can be taken in a block or throughout the week
- Photos can be candid shots or staged
- Consider the who, what, when, why, and how when you take the photos
- Set aside 45 minutes

Interviews

- Interview will be organized into 3 segments that focus on your:
  - Role in the work unit and educational background (demographic information)
  - Perceptions of your photographs
  - Perceptions of language and learning
- Will be asking for permission to tape record your interview
- Will be arranged to accommodate your schedule
- Set aside 60 minutes

Validation

- Review your interview transcript so you can verify and/or clarify your responses
- Expect to receive the transcript 1 week after your interview
- I may also ask for clarification or additional information
- Set aside 30 minutes to review your transcript and 30 minutes to discuss any changes

Questions (15 minutes)

APPENDIX B: CONSENT TO PARTICIPATE

Fall Session, 1997

Dear Staff Member,

My name is Jocelyn Simpson and I am a graduate student in the Department of Educational Policy Studies at the University of Alberta. As part of the requirements for my masters degree in adult education, I am conducting research on the nature of the language used to describe learning in the workplace. My study entitled, "A Language for Learning," will examine the metaphors and parts of speech you use to describe learning in your work unit.

I am asking six volunteers to take photos of learning in your work unit. Using the photos as a stimulus for discussion, I would like to meet with each of the volunteers in one-on-one interviews to talk about their roles within the work unit, the learning experiences captured in their photos, and their perceptions of learning. To capture the language used to describe learning in your work unit, the interviews with each volunteer will be audio taped and transcribed. All volunteers will be given the opportunity to review their transcripts to correct or clarify any responses to the interview questions. Once the data has been analyzed, I would like to share the findings with you and your fellow volunteers.

You, your work unit, and your organization will not identified by name in my thesis or any articles written for publication. Our conversations will be confidential, your photos will not be included in my thesis or any articles written for publication, and the findings of the study will not be linked to you. If your circumstances change and you cannot continue to participate in the study, you can withdraw at any time.

Please acknowledge your decision to participate in the study by signing in the space provided below.

If you have any questions about the study, now or in the future, call me at 462-1126 or email me at jsimpson@gpu.srv.ualberta.ca.

Thank you.

Jocelyn Simpson

I would like to volunteer for the study

I acknowledge that I have been informed about the study and I, _____, agree to provide background information about my role in my work unit, to take photographs of learning in my work unit, and share my perceptions about learning.

Signature _____ Date _____

APPENDIX C: CONSENT TO BE PHOTOGRAPHED

Fall, 1997

Hi,

My name is Jocelyn Simpson and I am a graduate student in the Department of Educational Policy Studies at the University of Alberta. As part of the requirements for my masters degree in adult education, I am conducting research on the nature of the language used to describe learning in the workplace. My study entitled, "A Language for Learning," will examine the metaphors and parts of speech the volunteers in my study use to describe learning in their work unit.

By signing this letter, you are allowing your picture to be taken as part of the data collection process for my study. The photograph has one purpose: to stimulate discussion between the research participant who is asking to take your picture and myself. Your identity will not be revealed in any of the written materials associated with the study and the photograph will be destroyed when I have completed the requirements for my degree.

Please acknowledge your decision to support the study by signing in the space provided below.

If you have any questions about the study, now or in the future, call me at 462-1126 or email me at jsimpson@gpu.srv.ualberta.ca.

Thank you.

Jocelyn Simpson

I would like to support the study

I acknowledge that I have been informed about the study and I, _____, agree to be photographed.

Signature _____ Date _____

APPENDIX D: PHOTOGRAPH GUIDELINES

THINGS TO THINK ABOUT

Please take a minimum of 7 photographs that represent learning experiences that occur while you are working. When taking the photos, ask yourself these kinds of questions:

1. Where is the learning taking place?
   - ⇒ At a desk?
   - ⇒ In a favorite chair?
   - ⇒ In the pub after work?
   - ⇒ In a staff meeting?
   - ⇒ Other?

2. What is being learned?
   - ⇒ Computer skills?
   - ⇒ Business skills?
   - ⇒ Communication skills?
   - ⇒ Facilitation skills?
   - ⇒ Leadership skills?
   - ⇒ Other?

3. Who is learning?
   - ⇒ You?
   - ⇒ Peer?
   - ⇒ Leaders?
   - ⇒ Clients?
   - ⇒ Others?

4. What are the people doing when they're learning?
   - ⇒ Watching videos?
   - ⇒ Reading?
   - ⇒ Talking?
   - ⇒ Working?
   - ⇒ Practicing?
   - ⇒ Observing others?
   - ⇒ Other?

Feel free to ask your fellow volunteers for support. I'll collect your camera on December 8. In the mean time, if you have questions or concerns, contact me at 462-1126 or jsimpson@gpu.srv.ualberta.ca.

HELPFUL HINTS

When taking your photos:
Use the flash for all indoor photos
Press the flash button and the shutter release at the same time
Press the flash button firmly
Stand as close as possible to the subject(s) in your photo

REMEMBER

Each person in the photos must sign a letter of consent

APPENDIX E: INTERVIEW GUIDE

Demographic Information (10 minutes)

1. I've noticed that each of you has a different educational background.
   ⇒ How did your education lead you to CaPS?

2. What is your role within CaPS?

3. Think of the 3 people you interact with most often.
   ⇒ Why do you interact with them?
   ⇒ How often do you interact with them?
   ⇒ What are their roles within CaPS?

4. Which age range do you fall in to? 20s? 30s? 40s?

Perceptions of Photos (15 minutes)

1. Think back to the questions in the guidelines for taking the photographs.
   ⇒ Describe the setting.
   ⇒ Describe the people.
   ⇒ Describe the activities.
   ⇒ Describe the tools.
   ⇒ Who initiated the learning?
   ⇒ Who guided the learning?
   ⇒ Who's learning?

2. What approach did you use to take the photographs?
   ⇒ Candid?
   ⇒ Posed?
   ⇒ Recreated?
   ⇒ Why did you decide to use that approach?

3. Why do you think these pictures best represent learning in CaPS? Do they represent:
   ⇒ Routine office events?
   ⇒ Effective learning?
   ⇒ An event that doesn't occur often enough?
   ⇒ Activities that you really enjoy?

Research Questions (20 minutes)

1. How do you go about learning something new?
   ⇒ Use the guidelines for the photos as a prompt
   ⇒ Compare you favorite ways of learning new things with the activities in the study
   ⇒ Were any of the activities of the past few weeks familiar to you?
   ⇒ In what way?
   ⇒ What wasn't familiar?

2. How do you go about improving your skills?
   - ⇒ Use the guidelines for the photos as a prompt
   - ⇒ Compare you favorite ways of learning new things with the activities in the study
   - ⇒ Were any of the activities of the past few weeks familiar to you?
   - ⇒ In what way?
   - ⇒ What wasn't familiar?

3. Some of your fellow volunteers have mentioned that they talked to other people about various aspects of the study.
   - ⇒ Who did you talk to?
   - ⇒ Why did you talk to them?
   - ⇒ What did you talk about?
   - ⇒ Where did you talk?
   - ⇒ Why didn't you talk to anyone?

4. Why do you talk about learning when you're at work?
   - ⇒ Who did you talk to?
   - ⇒ Why did you talk to them?
   - ⇒ What did you talk about?
   - ⇒ Where did you talk?
   - ⇒ Why don't you talk to other people about learning?
   - ⇒ Would you use another word instead of learning (e.g., development or growth)?

5. How have you used the activities of the past few weeks to confirm what you already know about learning?
   - ⇒ What was confirmed?
   - ⇒ How did you confirm what you already know?
   - ⇒ Why did it surprise you?

APPENDIX F: CONTACT SUMMARY SHEET

Participant: _____ Date: _____ Time: _____

❑ Meeting Location: _____ ❑ Phone ❑ Voice Mail ❑ Email

Contact Initiated By: _____ ❑ Opt out

Purpose: _____

Summary of Conversation:

_____

_____

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Observations:

_____

_____

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APPENDIX G: KEY WORD SUMMARY

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
act	2	2										
acted												
acting												
acts												
action												
actions												
active	1	1			1			1				
actively												
after	10	1	4	5	1		1		2		1	1
assume	1		1		7		2	5				
assumed					2		1	1				
assumes												
assuming												
assumption												
assumptions												
aware					3			3	4			4
awareness												
before	9		6	3	10		7	3	4		1	3
belief												
beliefs												
believe	1		1									
believed												
believes												
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
act												
acted												
acting									1		1	
acts												
action	1		1		3		2	1				
actions					1		1					
active					1		1		2			2
actively					1			1	1			1
after	1	1			5		4	1	5	1	2	2
assume												
assumed	1			1								
assumes												
assuming									1		1	
assumption												
assumptions												
aware	2			2	1			1	2			2
awareness					3	1		2				
before	4	2	2		12	1	7	4	20		10	10
belief												
beliefs												
believe	3	3			6		2	4				
believed												
believes												

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
believing												
chat												
chats												
chatted												
chatting												
chatty									1		1	
coach												
coached												
coaches												
coaching									1		1	
comfortable	5		5		1			1	3		3	
communicate												
communicated												
communicates												
communicating												
communication					2		1	1	1			1
communications					1			1				
communicator									1			1
communicators												
consult					5	2	3					
consultation	13		12	1								
consultations	2	2										
consulted												
consulting												
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
believing												
chat	3	3										
chats												
chatted	1	1										
chatting												
chatty												
coach												
coached												
coaches												
coaching												
comfortable					1		1		18		7	11
communicate												
communicated												
communicates												
communicating					1			1				
communication					2		1	1				
communications												
communicator												
communicators												
consult									1		1	
consultation					14		12	2				
consultations	1	1			8	1	5	2	3	1	2	
consulted												
consulting												

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
consults												
customer service					8	2	1	5				
develop	1			1	3	2	1		1		1	
developed	5	3		2	1			1	4			4
developing	4		2	2					1			1
development	19	7	10	2	3			3	2			2
developments									2			2
develops												
did	14	2	8	4	23	3	11	9	3	1	1	1
didn't	13	3	2	8	32	1	22	9	9		6	3
direct	2	1	1		1		1					
directed					1		1		2		1	1
directing												
direction												
directions					1		1					
director	2	2							1		1	
director's												
directors												
directs												
discuss	1		1		1			1	1		1	
discussed									1			1
discusses												
discussing	1	1										
discussion	3		3									
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
consults									1		1	
customer service					2		2					
develop					2		2					
developed	1	1			2		2					
developing												
development	1			1	2			2				
developments												
develops												
did	8		4	4	5	2	2	1	17	3	12	2
didn't	8	2	1	5	17		12	5	9		3	6
direct	1			1	2		2		1	1		
directed												
directing												
direction												
directions					1			1	3		3	
director					1		1		2		2	
director's												
directors												
directs												
discuss												
discussed									2			2
discusses												
discussing												
discussion									1			1

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
discussions	2		2									
do	56	23	23	10	98	9	26	63	37	4	10	23
does	5	1	1	3	9	2	1	6	4	2	1	1
doesn't	10	4	3	3	2		2		5		1	4
doing	28	1	21	6	26	1	6	19	15	1	7	7
done	5		3	2	22		6	16	4			4
dunno					2		1	1				
don't	29	5	21	3	57	3	9	45	40	2	4	34
empower												
empowered												
empowering												
empowerment												
empowers												
facilitate	2		2									
facilitated												
facilitates												
facilitating	9		8	1					1			1
facilitation	1		1									
facilitator	6		6									
facilitator's	1		1									
facilitators	1		1									
feel	3		3		4	1		3	8	2		6
feelings	1		1		1			1				
feels	1		1									
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
discussions												
do	47	25	13	9	58	8	22	28	66	7	37	22
does	7	3	3	1	5		3	2	10		4	6
doesn't	4	1	2	1	4		1	3	1		1	
doing	15	4	7	4	22	2	11	9	27	2	10	15
done	7	3	2	2	5	2	1	2	13	1	9	3
dunno					6	1	1	4				
don't	42	7	21	14	39	4	22	13	45	9	20	16
empower												
empowered					1		1					
empowering					1			1				
empowerment												
empowers												
facilitate												
facilitated												
facilitates												
facilitating												
facilitation												
facilitator												
facilitator's												
facilitators												
feel	7	2	3	2	4		4		6	1	1	4
feelings									1			1
feels					3		3		1		1	

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
felt	1		1									
goal					5		1	4	2		2	
goals												
grew	1			1								
grow												
growing												
grows												
growth	1			1	2		2					
guidance	1	1										
guide	5		5									
guided					1		1					
guides									1		1	
guiding												
inform												
information	18	4	13	1	35	14	9	12	26	5	14	7
informed									2			2
informing												
informs												
instinct												
instinctive					1			1				
instinctively					4			4				
instincts												
intuition												
intuitively												
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
felt	2			2								
goal	2			2								
goals	2			2	2			2				
grew												
grow					1	1						
growing												
grows												
growth					6			6				
guidance	7	3	1	3								
guide	2		2		3		3					
guided					2		2					
guides					1		1					
guiding	2		2									
inform												
information	6	2	4		58	3	36	19	15	5	9	1
informed					1			1				
informing												
informs												
instinct												
instinctive												
instinctively												
instincts												
intuition												
intuitively												

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
knowledge					3		2	1	4		1	3
lead												
leader												
leader's												
leaders												
leading												
leads									1			1
learn	41	1	19	21	19		10	9	13		4	9
learned	13		6	7	9		1	8	5		1	4
learner					1			1				
learner's												
learners												
learning	42		22	20	34		7	27	23		8	15
learns												
learnt					10		2	8				
led												
manage	2	1		1					2		2	
managed												
management	11	6	1	4	11			11	3			3
manager	1	1										
manager's	3	3							3	1	1	1
managers												
manages												
managing	1	1										
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
knowledge												
lead					4		3	1				
leader					1	1						
leader's												
leaders												
leading									1		1	
leads												
learn	18		15	3	14	1	7	6	11		1	10
learned	6			6	7		4	3	3		3	
learner					2		2					
learner's												
learners												
learning	27		18	9	38		20	18	28		10	18
learns												
learnt												
led	1	1										
manage												
managed												
management												
manager												
manager's					4		1	3				
managers												
manages												
managing									1	1		

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
meaning					1			1				
meaningful									1		1	
objective									2		2	
objectively												
objectives	5		3	2								
passive	2		2									
perf appraisal												
perf appraisals									2			2
perf review	1		1		1			1				
perf reviews	3	1		3	1		1					
plan	2		1	1	1			1				
planned												
planner												
planners												
planning	6	3		3	1	1			1			1
plans												
present	2		2		7		4	3				
presentation												
presentations	3	1	2									
presented	1		1		1			1				
presenter	1		1									
presenters												
presenting	2		1	1	1			1				
presents												
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
meaning					1			1	2			2
meaningful									1			1
objective												
objectively												
objectives												
passive												
perf appraisal	2		2									
perf appraisals												
perf review												
perf reviews									1		1	
plan												
planned												
planner												
planners												
planning	2	2			2	1	1					
plans												
present					2	1		1	1		1	
presentation												
presentations												
presented					1		1					
presenter												
presenters												
presenting					1			1				
presents												

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
prior	4	2	2									
process	3		3		17	1	4	12				
processed												
processes												
processing	3		3									
question	9		8	1	14		1	13	1			1
questioned												
questioning												
questions	7		5	2	11	4	2	5	4		4	
reflect									2			2
reflected												
reflecting												
reflection												
reflections												
reflects												
staff	8	2	3	3	10	1	4	5	9	1	1	7
staffed												
staffing												
staffs												
subordinate												
subordinate's					1			1				
subordinates					1			1				
superior					4	1		3				
superior's												
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
prior												
process					3	1	2		5		3	2
processed												
processes												
processing									1		1	
question	1		1		7	1	3	3	7	1	1	5
questioned												
questioning												
questions	5	1	3	1	6		3	3	12	2	1	9
reflect												
reflected												
reflecting												
reflection												
reflections												
reflects												
staff					10	1	7	2	6		1	5
staffed												
staffing												
staffs												
subordinate												
subordinate's												
subordinates												
superior												
superior's												

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
superiors												
supervise	6	4		2								
supervised												
supervises												
supervising	2	2										
supervision	2	1		1					1		1	
supervisor												
supervisor's												
supervisors												
supervisory	3	2		1								
talk	2			2	18	1	1	16	10	1	4	5
talked	6		2	4	11		2	9	1			1
talking	3		1	2	12		3	9	6		3	3
talks												
taught												
teach					1		1					
teacher					1			1				
teacher's												
teachers					1			1				
teaches												
teaching					4			4				
team	5	5							2			2
teams	2	2										
think*	72	2	37	33	113	8	16	89	34	3	14	17
Key Words	**Leslie**				**Pat**				**Terry**			
	T	D	P	G	T	D	P	G	T	D	P	G
superiors												
supervise	1	1							1		1	
supervised												
supervises												
supervising									1			1
supervision									4		4	
supervisor					1		1		6	4	1	1
supervisor's												
supervisors												
supervisory	1			1					1			1
talk	7	1	2	4	5	2		3	13	3		10
talked	5		4	1	3	1	1	1	2	1		1
talking	1		1		5		2	3	7	2	1	4
talks												
taught												
teach					7		2	5	1	1		
teacher												
teacher's												
teachers												
teaches					1			1				
teaching	1			1								
team	1	1			7	5	1	1				
teams	1	1										
think*	29	5	13	11	77	7	35	35	104	11	40	53

Key Words	Chris				Robin				Kelly			
	T	D	P	G	T	D	P	G	T	D	P	G
thinking	3		2	1	4		1	3				
thinks												
thought	16	1	10	5	20		5	15	5	1	2	2
thoughts												
time	29	3	20	6	15	2	2	11	13	2	6	5
timed												
times	7	1	6		1			1	1		1	
timing	1		1									
train					2			2				
trained												
trainer												
trainers	1	1										
training	14	1		13	4			4	6		3	3
trains												
will	3		1	2	7		6	1	11		8	3

Key Words	Leslie				Pat				Terry			
	T	D	P	G	T	D	P	G	T	D	P	G
thinking	1			1	3	2	1		4	1		3
thinks												
thought	8		4	4	5	1	4		4	1	2	1
thoughts												
time	19	4	8	7	38	4	18	16	12	1	6	5
timed												
times	4	1	1	2	1		1		4		3	1
timing												
train					1			1				
trained									1			1
trainer												
trainers												
training	1			1	3		2	1	2	1		1
trains												
will	7	1	6		15	1	8	6	3		2	1

APPENDIX H: A PERSONAL CONTEXT FOR THE STUDY

I entered the masters program because I wanted to learn about learning. My experiences with teams and participative management had convinced me that the people within our organizations could improve their efficiency if they could integrate work and learning. At the time, however, I didn't know that what I wanted to learn about learning or the integration of work and learning. I had experienced something very powerful, but didn't know how to articulate what I had experienced. The masters program has helped me develop and articulate those thoughts. It also challenged many of my perceptions about learning. The most fascinating and confusing challenge has been accepting that learning is a process. It was an Aha! moment that occurred during a class about learning organizations. Suddenly, learning, which had felt so familiar in the past, became a concept I couldn't seem to grasp.

I looked to the literature for help in defining learning, but it only seemed to raise more questions, many of which stemmed from the multitude of terms used by the writers to describe learning. One day I started to think about the terms and, just for fun, began to jot them down. In just a few minutes, I had listed over 40 terms. I come from a family of collectors. The list had piqued my curiosity so I continued to expand my "collection" of learning terms. The collection provided the foundation for a class project and now contains over 3000 words and phrases that describe some aspect or image of the learning process. Initially, the terms came from books, journals, or magazines associated with management, learning in organizations, or education. I was soon collecting the terms from a host of additional sources — the Internet, TV, library databases, bulletin boards, posters, newsletters, advertisements, publishers' catalogues, pamphlets, and conversations.

The terms, which I call learning descriptors, fascinate me. Learning can be fast or slow, good or bad, private or public, intrinsic or extrinsic, formal or informal, healthy or dysfunctional, structured or unstructured, purposeful or not, conscious or unconscious, meaningful or not. We have created all kinds of metaphors for our learning and the contexts in which we can learn: our workplaces, schools, religions, military, governments, societies, cultures, technologies, travels, physical environments — even Woodstock! Who knew?!

As the list has grown, it has become an anchor through which I continue to deepen my understanding of learning. I still feel a sense of delight and awe when I add terms to the list because they extend and reshape my perceptions of learning and help me understand the perspectives of others. Additions to the list nurture my sense of hope and remind me of the potential for present and future opportunities. Organizing the terms into categories has helped me establish boundaries. Recognizing that terms can belong to more than one category has helped me explore conflicting perceptions in a safe way. Adding terms to the list and reshaping the categories has helped me develop a personal vision for learning, which in turn, has helped me accept that learning is a process.

And so my thesis ends where it began — with my collection of learning descriptors.

"learning Woodstock"
"modeling for learning" approach
"ShareAndLearn" List
"third eye" learning experience
"trying-too-hard" learning
(complex) adaptive learning
"doing"-type learning
"fly-by-night" learning gimmick
"learning that cannot be willed"
"real world" learning workshop
"telling"-type learning
0-1 learning
1-2 learning
21st-century learning
2-3 learning
3-4 learning
a learning
abc ... xyz learning"
abnormal learning
absorptive learning
academic learning
accelerated learning
accelerated learning fieldbook
accelerated learning handbook
accelerated learning links
accelerated-learning communities
accelerative learning
accessible learning
accesslearning.com
accidental learning
accommodative learning
accredited learning
accurate learning
achievable learning
achieved learning
achievement-based learning
acquired learning
act of learning
act of learning itself
action learning
action learning champion
action learning effort
action learning efforts
action learning experience
action learning facilitators
action learning objectives
action learning project
action learning sponsor
action learning team
action learning team members
action learning teams
action reflection learning
action skills learning
actionable learning
action-driven learning process
action-learning
action-learning approach
action-learning perspective
action-learning perspectives
action-learning set
action-reflection learning
action-reflective learning
action-relevant learning
active learning
active-learning
actual learning
adaptive e-learning systems
adaptive learning
added learning
additional learning
additive learning
adjustment learning
administered learning
administrated learning
adult learners' week
adult learning
adult learning division
adult learning week
adult's learning
adult-learning
adults' learning
advanced distributed learning
advanced learners
advanced learning
advantageous learning
adventure learning
affective learning
affective learning outcomes
affordable learning
agency learning
agent learning
aggregated learning
AL (action learning)
Alberta Learning
Alberta Learning Commission
Alberta Learning Information Service
Alberta learning staff
Alberta-learning
a-learning
ALIS
all eLearning
all learning
almost-but-not-quite learning
alternate learning
alternative learning
amateur learnoid
Amsterdam E-Learning Expo
analytical learning
anchored learning
animal learning
annual learning
another learner
another learning
anticipative learning
anticipatory learning
anticipatory-avoidance learning
anti-e-learning position
anti-learner

antilearning
anti-learning
anti-learning organization
any further learning
any learning
any other learning
anyone's learning
anytime learning
anywhere learning
applicable learning
application learning
applied learning
appreciative learning
apprenticeship learning
appropriate learning
artificial learning
artificial learning process
aspiration learning
assimilative learning
assisted learning
associated learning
associationist learning
associative learning
astounding learning
asymmetric learning
asynchronous eLearning
asynchronous learning
ATCO Tyrell Learning Centre
attitude learning
audience learning
audio learning
audiographic learning
authentic learner
authentic learning
autobiographical learning
autonomous learning
aversive learning
avoidance learning
background learning
bad learning
balanced learning
basic learning
basic learning division
Bayesian learning
beaten learning
behavioral learning
behavioral learning theories
behavioral-learning framework
behavioral-level learning
behaviouristic learning
belief-driven learning process
below-the-water-line learning
best learning
beta-level learning
better learning
bifurcative learning
big picture learning
biggest learning
blended learning
Blended Learning Models
blended learning solution
blocked learning
body learning
book learning
book-learning
bottomless learnings
bottom-up learning
boundaryless learning
boundary-transcending learning
brain compatible learning
brain friendly learning
brain-based learning
brain-friendly learning
Brand learning
breakthrough learning
broken learning
bureaucratic learning
business learning
business learnings
business-based learning
business-driven learning
businesses' learning
CACTAL (Computer Assisted Creative Teaching and Learning)
café learning
Camp Lur'ning
Canadian learning
Canadian Learning Television
captive learning
car-development learning
career / learning horizons
career learning
career-long learning
casual learning
cat learning
catalytic learning
catastrophical learning
Catholic learning
Centers for Learning in Retirement
central learning sequence
certain learning
certain learnings
certificated learning
change-learning
chaotic learning
chief learning officer
chief learning officers
chief of learning
child centred learning
child learning
children learning
children's learning
civic learning
classroom learning
classroom-based learning
clear learning
clinical learning
CLO (chief learning officer)

club learning
codified learning
cognitive learning
cognitive learning outcomes
cognitive-learning
cognitivist-oriented learning
coherent learning
cohesive learning organization
colearning
co-learning
collaborative learning
collected learning
collective learning
collective learning cycle
collective learning journey
collective learnings
collectives' learning
college learning
college level learning
college student learning
college-level distance learning
college-level learning
collegial learning
committed learning
common learning
communal learning
communicative language learning
communicative learning
communities of learning
community learning
community learning paradigms
community living / learning environment
community of learning
community-based learning
companionable learning
company learning
company's learning
companywide learning
competence-based learning
competency based learning
competency learning
competency-based learning
competitive learning
competitor learning
complementary learning
complete learning
completed learning
complex learning
comprehensive learning
compressed learning
compulsory learning
computer / laser assisted learning
computer assisted learning
computer learning
computer learning class
computer-assisted learning
computer-based learning
computer-based learning platforms or intranets
concept learning
conceptual learning
concomitant learning
concrete learning
concurrent learning
conference learning
congenital learning
connectionist learning
conscious learning
conservative learning
considerable learning
consistent learning
constant learning
constructed learning
constructive learning
constructivist learning
consumer learning
consumer-oriented learning
contained learning
contemporary learning
Contemporary Learning Systems
content area learning
content learning
context based learning
context-based learning
context-specific learning
contextual learning
Contextual Teaching and Learning
continual learning
continued learning
continuing learning
continuous learning
contract learning
conventional learning
convergent learning
conversational learning
conversion learning
co-op learning
cooperative learning
coordinated learning
core learning
Corporate E-Learning
corporate learning
corporate learning function
corporate major learnoid
corporatewide learning
correct learning
corrective learning
cost-effective learning
counterpoint learning
covert learning
creative learning
credit learning
crisis learning
Crisp Learning
critical learning
cross-boundary learning
cross-community learning
cross-cultural learning
cross-departmental learning

cross-disciplinary learning experience
cross-functional learning
cross-learning
cross-national learning
cross-organizational learning
cross-sectoral learning
cultural learning
culture and language learning
culture-learning
current learning
Custom e-Learning
customer / suppliers learning
customer learning
customer-focused learning
customer-learning process
customized learning
cyberlearning
cyclic learning
cyclical learning
daily learning
day-in, day-out learning
de facto learning
deep learner
deep learning
deep, personal learning
deeper learning
defensive / offensive organizational learning
defined learning
deinstitutionalized learning
deliberate learning
deliberate, intentional learning
deliberative learning
Dell eLearning initiative
Dell learning
Dell learning motto
Dell's learning objects
Dell's learning philosophy
demonstrated learning
demonstrative learning
department of learning
departmentalized learning
designed learning
Designed Learning Inc.
Designed Learning's workshop
desirable learning
desired learning
desired learnings
desk top learning
desktop learning
destructive learning
detailed learning
deutero learning
deutero-learning
dialogic learning
different learners
different learning
difficult learning
digestive learning
digital learning
Director E-Learning & Publications
discovery learning
discovery learning process
discrimination learning
disruptive learning
distance learning
distance learning institution
distance learning online directory
distanced-based learning
distance-learning
distance-learning act
distance-learning bandwagon
distance-learning choice
distance-learning class
distance-learning classes
distance-learning courses
distance-learning design
distance-learning environment
distance-learning experience
distance-learning infrastructure
distance-learning model
distance-learning operations
distance-learning organizations
distance-learning programs
distance-learning setting
distance-learning student's role
distance-learning university
distant learning
distant learning institution
distinct learning
distinctive learning
distracting learning
distributed learning
distributive learning
divergent learning
diverse learning
Dixon's learning cycle
do after learning
documented learning
doing / learning environment
domestic learning
dominant learning
double / triple loop learning
double loop learning
double loop learning handicaps
double-loop learning
double-looped learning
dynamic learning
dysfunctional learning
e learning offering
each other's learning
earlier learning
early career learning
early learning
ecological learning
economic learning
educational learning
effective learning
efficacious organizational learning

efficiency learning
efficient learning
elearning
eLearning
e-learning
E-Learning
e-Learning
E-learning
E-learning (elearning) megasite
e-learning "consumer reports"
E-Learning "Top 20"
e-learning acceptance
e-learning action plan
e-learning activities
eLearning adoption
e-learning advice
e-Learning Alphabet Soup
e-learning alternatives
e-learning approaches
e-Learning articles
e-Learning Basics
e-Learning Benefits
e-Learning Benefits and Drawbacks
e-Learning Blueprints
e-learning budget
e-Learning Budgets
e-learning business
e-learning business case
e-learning business model
e-learning business plan
e-learning capabilities
e-learning capability
e-learning capacity
e-learning center
e-learning challenges
e-learning champion
e-learning choices
e-learning communication
e-learning companies
e-learning consultants
e-learning content
e-learning cost efficiency
e-Learning Costs
e-learning costs
e-Learning CROP Circles
e-learning culture
e-Learning customers
e-learning decision
e-learning decision making
e-learning deployment
e-learning design
e-learning designer
e-learning developers
e-learning development
e-learning development process
e-learning direction
e-learning economics
e-learning effort
e-learning efforts
e-learning environments
e-Learning Epidemic
eLearning example
e-learning experience
e-learning expertise
e-learning failure
e-learning field
e-learning forum
e-learning framework
e-learning funding
e-learning funds
e-learning goals
e-learning group
e-learning group's leadership
e-Learning Guru
eLearning implementation
e-Learning Implementation
e-learning implementation recommendations
e-learning industry
E-Learning Infrastructure
e-learning initiative
e-learning initiatives
e-learning interface
e-learning intervention
e-learning issues
e-learning journey
e-learning justification
e-learning justification criteria
e-learning management
e-learning market
e-learning marketplace
e-learning mega glossary
e-learning mode
e-learning operation
e-learning opportunities
e-learning organizations
e-learning outsourced partners
e-learning outsourcing
e-learning pathway
e-learning people
e-learning perspective
e-learning phenomena
e-learning plan
e-learning portal
e-learning practitioners
e-learning product
e-learning products
e-learning professionals
eLearning program
e-learning programs
e-learning project
e-Learning Project Team
e-learning projects
e-learning providers
e-learning publications
e-learning quality
e-learning request for proposal
e-learning resistant group
e-learning resources

e-learning revolution
e-Learning RFP
e-Learning RFPs
E-Learning ROI
e-Learning ROI
e-learning service
e-learning services
e-learning situations
e-learning solution
e-learning solutions
e-learning specialists
e-learning speed
e-learning standards
e-learning strategies
e-learning strategy
E-learning success
e-learning talent
e-learning technology
e-learning think tank
E-Learning Tools
e-learning topics
e-learning trade show
e-learning value
e-learning value proposition
e-learning vendor
e-Learning vendor
e-learning vendors
e-Learning vendors
e-learning venture
e-learning ventures
e-learning vision statements
e-learning wins
e-learning work
e-learning world
e-LearningGuru.com
electronic learning
E-Lrng
emancipatory learning
embedded learning
embodied learning
emergent learning
emergent learning process
emotional learning
employee learning
employees' learning
employer based learning
employer-sponsored learning
Empowered Learning Model (ELM)
empowerment learning
enactive learning
enclosed learning
engaged learning
engineering learning
enhanced learning
enjoyable learning
enquiry-based learning
enterprise learning
enterprise-wide learning
entire learning
entrepreneurial learning
environmental-learning
essential learning
evaluated learning
event-driven learning
everyday learning
evolutionary learning
evolving learning
exceptional learning
exception-based learning
executive learning
exemplar learning
exemplary learning
existing learning
expansive learning
experience based learning
experienced-based learning
experiential learning
experiential learning cycle
experimental learning
expert-client, agenda-led learning
explanation-based learning
explicit learning
exploited learning
exploratory learning
expressive learning
external learning
extraordinary learning
extraordinary, participant-driven, interactive learning experience
extreme learning
face to face learning
face-to-face learning
facilitated learning
failure learning
faith focussed learning
familiar learning
family learning
fantastic learning
fast learning
faster learning
faster-learning
faux learning
federation's learnings
feeling learning
fellow learner
fellow learners
field-dependent learner
field-independent learner
final learning
financial learning
firm's learning
firm's learning routines
firm-learning
first and second level learning
First Nation, Metis and Aboriginal learning
firsthand learning
first-level learning
first-order learning

fixed learning
flexible learning
flexible learning packages
FLO
FLO learning
flow learning
fluid learning
focused learning
focussed learning
follow-on learning
forced learning
forced rote learning
foreign language learning
formal learning
formalized learning
fortuitous learning
fractal learning
fragmented learning
fresh learning
frustrated learning
frustrating learning
full learning
full-proof learning
full-time learning
fun learning
functional learning
fundamental learning
fundamental learning unit
further learning
future learning
future-oriented learning
game-based learning
gamma-level learning
general learning
generative learning
generative learning potentials
generative organizational learning
generic learning
genuine learning
Gestalt learning
given learning
global learning
global market economy learning
goal-based learning
goal-directed learning
good learners
good learning
good learning organization
government learning
Great Learning Objectives
great learning organization
greater learning
greatest learning
group / team / collective learning
group / team development learning
group learning
group-based individual learning
group-oriented learning
guerrilla learning
habit / skill learning
habit and skill learning
habit learning
hands-on learning
hard learning
harmonic learning
harried learning
healthcare learning
healthy learning
heavy learning
her learning
her own learning
hidden learning
high learning
high performance learning
high quality learning
high school learning
high, specific learning goals
higher learning
higher learning behaviours
higher level learning
higher order learning
higher-level learning
higher-order learning
high-impact learning
high-level learning
high-performance learning
high-quality e-learning
high-quality learning
high-tech learning
his / her learning
his learning
his learnings
his own learning
historical learning
holistic learning
Holographic learning
home-based learners
home-based learning
Honey and Mumford learning styles analysis
human learning
human resource learning
humanistic learning
hyperlearning
hypermedia learning
hypothetico-deductive learning
I'm in the midst of a learning process
I've got a lot to learn
idea-centered learning
ideal learning
ikonic learning
imitation learning
imitative learning
immense learning
impaired learning
implicit learning
important learning
imposed learning
impoverished learning

Impro Learning
improved learning
improved learning performance
improvisational learning
improvised learning
inadequate learning
inappropriate learning
incidental learning
incidental learnings
in-class learning
incomplete learning
inconsequential learning
incorrect learning
increased learning
incredible learning
incremental learning
independent learning
in-depth learning
indispensable learning
individual learning
individual learning dependency
individual's learning
individual's own learning
individualised learning
individualistic learning
individualized learning
individual-learning
individually initiated learning
individuals' learning
induced learning
inductive learning
industry learning providers
ineffective learning
inert learning
infant learning
informal and incidental learning
informal learning
informatics learning
information shift-change learning
informational learning
information-learning
information-processing learning
inherent learning
initial learning
inner learnings
inner-directed learning
innovative learning
inquiry based learning
inquiry learning
inquiry-based learning
insight learning
instant learning
instinctual learning
institutional learning
institutionalized learning
institutionally sponsored learning
instructional learning
instrumental learning
insufficient, skewed, and frivolous learning
integrated learning
integrated learning cycle
integrative learning
intellectual learning
intelligent learning
intended learning
intensely motivated learning
intensive learning
intentional learning
interactional learning
interactive learning
intercompany learning
inter-company learning
interdisciplinary learning
intergenerational learning
intermediate learners
internal learning
internal learning processes
internally motivated learning
International Corporate Learning Association
international learning
Internet learning
inter-organisational learning
interorganizational learning
inter-organizational learning
inter-partner learning
interpersonal learning
interpersonal relationship learning
interpretative learning
interrupted learning processes
intracompany learning
intraorganizational learning processes
intrapersonal learning
Intrigue Learning
Intrigue Learning Services
intrinsic learning
intuitive learning
involuntary learning
involuntary reluctant learning
Islamic learning
iterative learning
its learning
its own learning
Jewish learning
job design-learning relationship
job learning
job learning analysis
job performance learning
job-learning time
joint learning
joint venture learning capabilities
joyful learning
joyless learning
just learning
just-in-time learning
key learning
key learning / insight
key learnings
keyword "e-learning"

kinesthetic learning
knowledge learning
knowledge-driven learning
knowledge-learning
Kolb's learning model
l'earning
Langevin Learning Service
language and culture learning
language learning
language learning courses
lasting learning
late career learning
latent learning
LD (learning design)
leader learning
leader-controlled learning
leader-driven learning
leaderly learning
leadership / management learning
leadership / training / learning model
leadership and learning support team
leadership learning
leading learning
leading-edge learning
leading-edge learning conference
leading-learning
learn
learn by heart
learn by our mistakes
learn the ropes
learnability
learnable
learnables
learnativity
learn-by-doing
learned
learned anxiety
learned behaviors
learned borrowing
learned helplessness
learned his lesson
learned institution
learned LO
learned organizational behaviors
learned pattern
learned person
learned professor
learned pursuits
learned resourcefulness
learned skills
learned slaves
learned subterfuge
learned the hard way
learned-capacity
learnedly
learnedness
learned-response
learner
learner autonomy
Learner Motivation
learner party
learner's
learner-centered
learner-centered approaches
learner-centered learning
learner-directed learning
learners
learners'
learner's orientation
learners' uses
learnet
learning
Learning & Skills Television of Alberta (LTA)
learning / innovation technique
learning / innovation techniques
Learning / Knowledge Objects
learning / leadership program
learning / leadership programs
learning / performance consultants
learning / revision cards
learning / training team
learning abilities
learning ability
learning about learning
learning acceleration
learning accelerators
learning accessibility
learning accomplishments
learning account
learning accounts
learning achieved
learning achievement
learning achievements
learning acquisition
learning act
learning actions
learning activities
learning activity
learning activity packages
learning activity packets
learning administrators
learning advantage
learning adventure
learning adventures
learning advisor
learning advisors
learning advisory role
learning advocacy
learning affirmations
learning age
learning agencies
learning agenda
learning agent
learning ages
learning agility
learning agreement
learning agreements
learning aid

learning aides
learning aids
learning algorithm
learning alliance
learning alternative
learning ambitions
learning amoeba
learning analysis
learning and competency-based corporate university
Learning and Literacy Directorate
learning and practice
learning and research technologies
Learning and Skills Television of Alberta
learning angle
Learning Annex
Learning Annex catalogue
Learning Annex course
Learning Annex courses
Learning Annex special events
learning anxiety
learning appendix
learning application
learning application teams
learning applications
learning approach
learning approaches
learning aptitude
learning architecture
learning architecture blueprint
learning architecture response
learning architectures
learning area
learning areas
learning arrangement
learning articles
learning as a means to being
learning as a means to doing
learning as a way of being
learning as a way of life
learning as I go
Learning as Leadership
learning as we go
learning aspect
learning aspects
learning assessment
learning assessments
learning assignment
learning assignments
learning assistance
learning assistance center
learning assistants
learning associates
learning association
learning assumptions
learning at a distance
learning atmosphere
learning attainments
learning attitude
learning attitudes
learning attributes
learning audit
learning audits
learning awareness
learning awareness
learning awareness activity
learning awareness exercises
learning axioms
learning bandwagon
learning banner
learning barriers
learning base
learning based
learning behavior
learning behaviors
learning behaviour
learning behaviours
learning beings
learning beliefs
learning benchmarks
learning benefits
learning best practices
learning blind spot
learning blockages
learning blocks
learning bodies
learning book
learning boundaries
learning breakthrough
learning breakthroughs
learning bridges
learning buddies
learning budgets
learning bulletin
learning bureaucracy
learning business
learning businesses
learning by abstraction
learning by collectives
learning by discovery
learning by doing
learning by experience
learning by intrusion
learning by objectives
learning by rote
learning by telling
learning by touring
learning by voyeuring
learning camps
learning Canada
learning capabilities
learning capability
learning capacities
learning capacity
learning capture
learning carrels
learning cases
learning catalyst
learning categories

learning category
learning CDs
learning center
learning centered classrooms
learning centers
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learning centres
learning challenge
learning challenges
learning champion
learning champions
learning changes
learning channel
learning channels
learning characteristics
learning charter
learning charters
learning choices
learning chronology
learning circle
learning circles
Learning Circuits
learning circuits
learning circumstances
learning city
learning class
learning classification
learning classifications
learning climate
learning clothes
learning coach
learning coaches
learning coalition
learning cohort
learning collaborative
learning colleague
learning colleagues
learning college
learning comfort areas
learning commission
learning commitment
learning committee
learning communities
learning community
learning companies
Learning Company
learning company
learning competence
learning competencies
learning component
learning components
learning concepts
learning concerns
learning conditions
learning conduct
learning cone
learning conference
learning conferences
learning confidence
learning congregation
learning connection
learning consequences
learning consortia
learning consortium
learning consortiums
learning constellation
learning consultant
learning consultants
learning content
learning context
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learning continuum
learning contract
learning contracts
learning contrasts
learning conversation
learning conversations
learning coordinator
learning corporation
learning corps
learning council
learning councils
learning counsellor
learning course
learning courses
learning covenant
learning credentials
learning credo
learning crisis
learning criteria
learning crusade
learning cube
learning culture
learning cultures
learning curricula
learning curriculum
learning curve
learning curves
learning cycle
learning cycles
learning decision-making process
learning decisions
Learning Declaration Group
learning deficiencies
learning deficits
learning delays
learning demand
learning demands
learning department
learning description
learning descriptor
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learning design
learning designer
learning designers
learning desires
learning development
learning development policy

learning device
learning devices
learning diagnostic
learning dialogue
learning dialogues
learning diary
learning differences
learning difficulties
learning dilemma
learning dilemmas
learning dimension
learning dimensions
learning directory
learning disabilities
learning disabled
learning disadvantaged
learning discipline
learning disciplines
learning disciplines approach
learning disorder
learning disorders
learning display
learning documentation
learning domain
learning domains
learning dotcoms
learning drivers
learning drug
learning dry spells
learning dynamics
learning dysfunctions
learning ecologies
learning ecology
learning economics
learning economy
learning edge
learning edges
learning effect
learning effectiveness
learning efficiency
learning effort
learning efforts
learning elasticity
learning element
learning elements
learning en passant
learning enablement
learning encounter
learning encounters
learning endeavor
learning endeavors
learning endeavour
learning energies
learning energy
learning engine
learning enhancement
learning enhancement envelope
learning enhancer
learning enjoyment
learning enterprise
learning enterprises
learning entities
learning entity
learning entrepreneurs
learning environment
learning environment design
learning environments
learning episodes
learning epistemology
learning equation
learning essay
learning ethos
learning evaluation
learning evaluations
learning event
learning events
learning examples
learning excellence
learning exchange
learning executive
learning executives
learning exercise
learning expectations
learning expedition
learning expenditures
learning expenses
learning experience
learning experiences
learning experiment
learning expert
learning expertise
learning experts
learning exploration
learning exposition
learning fables
learning facilitation
learning facilitator
learning facilitators
learning facility
learning factors
learning faculties
learning fair
learning family
learning fears
learning features
learning field
learning fields
learning file
learning flaws
learning float
learning flock
learning focus
learning followers
learning for learning's sake
learning for survival
learning for the sake of learning
learning form
learning format

learning formats
learning forms
learning formula
learning forum
learning forums
learning framework
learning frameworks
learning from experience
learning from life
learning from mistakes
learning from practice
learning from success
learning from the bottom up
learning from the future
learning front
learning fronts
learning function
learning functions
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learning gain
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learning gallery
learning game
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learning gap
learning generator
learning genre
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learning government
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learning growth
learning guarantee
learning guarantees
learning guide
learning guides
learning habit
learning habits
learning hardware
learning haven
learning heuristics
learning hierarchy
learning hindrance
learning historian
learning historians
learning histories
learning history
learning home
learning horizon
learning horizons
learning how to learn
learning hubs
learning hurdles
learning iceberg
learning idea
learning ideas
learning ideology
learning image
learning impaired
learning impediments
learning imperative
learning imperatives
learning implications
learning improvement
learning improvements
learning impulse
learning in context
learning in relationships
learning in situ
learning incubator
learning indicators
learning individual
learning individuals
learning industry
learning influence
learning information
learning information services
learning infrastructure
learning infrastructures
learning inhibitors
learning initiative
learning initiatives
learning initiators
learning innovation seed fund
learning innovations
learning inputs
learning inquiry
learning insights
learning institutes
learning institution
learning institutions
learning instructions
learning instrument
learning intentions
learning interests
learning interfaces
learning intervention
learning interventions
learning into practice
learning inventory
learning investment
learning investments
learning invocations
learning issue
learning issues
learning IT
learning item
learning items
learning iterations
learning itself
learning job titles
learning journal
learning journals

learning journey
learning journeys
learning kaleidoscope
learning kit
learning kits
learning lab
learning lab facilitator
learning lab format
learning laboratories
learning laboratory
learning labs
learning labyrinth
learning ladder
learning lag
learning laggard
learning lags
learning landscape
learning language
learning lattice
learning leader
learning leaders
learning leadership
learning leap
learning leaves
learning lens
learning lessons
learning letter
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learning level II
learning level III
learning levels
learning lexicon
learning library
learning life cycles
learning lifeline
learning light
learning line
learning lines
learning link
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learning list
learning literacy
learning literature
learning lives
learning locations
learning log
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learning machine
learning machines
learning management
learning management system
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learning mandate
learning map
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learning metrics
learning milieu
learning minds
learning mindset
learning mindsets
learning minister
learning mission
learning modalities
learning mode
learning model
learning models
learning modes
learning module
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learning moments
learning motivation
learning motivators
learning movement
learning multiplier
learning muscles
learning myopia
learning myths
learning need
learning needs
learning needs assessment
learning nerve center
learning nerve centre
learning net
learning network
learning networks
learning newsletter
learning newspaper
learning nodes
learning norms
learning note
learning notebook
learning notes
learning notice boards

learning objective
learning objectives
learning objects
Learning Objects
learning odyssey
learning office
learning officer
learning on demand
learning on the fly
learning on the job
learning one
learning operations
learning opportunities
learning opportunity
learning options
learning org
learning organism
learning organization
learning organization facilitator
learning organization gains
learning organization leader
learning organization list
learning organizations
learning orientation
learning orientations
learning oriented
learning outcome
learning outcomes
learning over time
learning oxymoron
learning package
learning packages
learning packs
learning pages
learning pairs
learning paradigms
learning paradox
learning parameters
learning part
learning participation
learning partner
learning partners
learning partnership
learning partnerships
learning passport
learning passports
learning path
learning paths
learning pathways
learning pattern
learning patterns
learning people
learning peoples
learning perceptions
learning performance
learning performances
learning period
learning periods
learning person
learning persons
learning perspective
learning phase
learning phases
learning phenomena
learning philosopher
learning philosophy
learning place
learning places
learning plan
learning plan guide
learning plan kit
learning plan toolkit
learning planner
learning planners
learning plans
learning plateaus
learning pleasure
learning pod
learning point
learning point of view
learning points
learning policies
learning policy
learning portal
Learning Portal & Analysis
learning portals
learning portfolio
learning portion
learning possibilities
learning potential
learning power
learning powers
learning practice
learning practices
learning practitioner
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learning precepts
learning preferences
learning premise
learning presentations
learning press
learning principle
learning principles
learning priorities
learning problem
learning problems
learning procedures
learning process
learning processes
learning proclivities
learning product
learning products
learning profession
learning professionals
learning profile
learning profiles
learning program
learning programmes

learning programming
learning programs
learning progress
learning progression
learning project
learning projects
learning properties
learning prototype
learning provider
learning providers
learning provision
learning psychology
learning purpose
learning purposes
learning pursuit
learning pyramid
learning quadrants
learning qualities
learning quality
learning quest
learning question
learning quotes
learning quotient
learning R&D
learning races
learning range
learning rate
learning ratio
learning readiness
learning recognition
learning records
learning regime
learning regimes
learning reinforcement
learning relations
learning relationship
learning relevant information
learning reports
learning representative
learning representatives
learning requirements
learning research
learning research and evaluation
learning researchers
learning resistance
learning resource
learning resource fee
learning resource network
learning resource officer
learning resources
learning resources staff person
learning response
learning responsibilities
learning result
learning results
learning retention
learning revelation
learning reviews
learning revolution
Learning Revolution Academy
learning rewards
learning rich
learning rights
learning rigidities
learning risk
learning road
learning roadmap
learning role
learning roles
learning rules
learning rung
learning sabbaticals
learning safety net
learning sandbox
learning scenario
learning scenarios
learning scene
learning scenes
learning schedule
learning schools
learning science
learning sciences
learning scope
learning scores
learning segment
learning segments
learning self
learning selves
learning sequence
learning sequences
learning series
learning server
learning servers
learning service
learning services
learning sessions
learning set
learning sets
learning setting
learning settings
learning shareholders
learning ship
learning shortcomings
learning side
learning site
learning sites
learning situation
learning situations
learning skills
learning smorgasbord
learning societies
learning society
learning software
learning solution
learning solutions
learning song
learning sources
learning space

learning spaces
learning specialist
learning specialists
learning species
Learning Specifications
learning speed
learning spillovers
learning spiral
learning spirals
learning spirit
learning spurts
learning staff
learning staff's
learning stages
learning stakeholders
learning stance
learning star
learning statements
learning states
learning station
learning stations
learning step
learning steps
learning stimulus
learning store
learning stories
learning story
learning straightjacket
learning strategies
learning strategist
learning strategy
learning strategy approaches
learning stream
learning strengths
learning stride
learning structure
learning structures
learning students
learning studies
learning style
learning style-based
learning styles
learning styles questionnaire
learning subgroups
learning subject
learning submarine
learning subskills
learning subsystem
learning subsystems
learning success
learning successes
learning summit
learning supplies
learning support
learning support centre
learning support services
learning supports
learning surroundings
learning syllabus
learning syllabuses
learning symposium
learning synergy
learning system
learning systems
learning systems bridge
learning tactics
learning talent
learning talk
learning tape
learning tapes
learning target
learning targets
learning task
learning tasks
learning team
learning team leader
learning teams
Learning Tech Standards
learning technique
learning techniques
learning technologies
learning technologists
learning technology
learning teeth
learning television
learning television agreement
learning term
learning terminology
learning terms
learning territory
learning test
learning tests
learning theme
learning themes
learning theories
learning theorists
learning theory
learning things
learning thought processes
learning threats
learning threshold
learning through action
learning through adventure
learning through boundary spanning
learning through play
learning through practice
learning through theory
learning time
learning timeframe
learning times
learning tips
learning to learn
learning tool
learning toolbox
learning tools
learning topic
learning topics
learning tour

learning track
learning tracks
learning tradition
learning train
learning trajectory
learning transactions
learning transfer
learning transference
learning transitions
learning trap
learning traps
learning treatment
learning tree
learning trek
learning trends
learning triangle
learning trigger
learning triggers
learning trip
learning trough
learning type
learning types
learning typologies
learning under ambiguity
learning unit
learning unit's
learning units
learning utopia
learning value
learning values
learning vehicle
learning vendors
learning venture
learning videos
learning vision
learning visual
learning visuals
learning vogue
learning vouchers
learning warehouse
learning wave
learning waves
learning way
learning weaknesses
learning web site
learning wheel
learning wins
learning work
learning work force
learning workbook
learning workbooks
learning workplace
learning workplace skills
learning workshop
learning workshops
learning world
learning world's
learning years
learning zone
learning zones
learning's
learning's role
learning-about-learning
learning-agile candidates
learning-agile people
LearningAlliances.net
learningannex.com
learning-antagonistic
learning-as-a-way-of-being
learning-as-construction metaphor
learning-based
learning-based approach
learning-based change
learning-based economy
learning-based governance system
learning-based leadership
learning-by-doing
learning-by-doing experience
learning-by-searching
learning-by-using
learning-centered
learning-centered institution
learning-centric
learning-chat
learning-disabled
learning-driven
learning-efficient
learning-event
learning-exchange
learning-focused
learning-friendly
learningful
learningful conversation
learningfulness
learning-goal-oriented
learning-history
learning-how-to-learn
learning-in-action
learning-information
learning-in-organizing
learning-in-working
learning-loop
learning-memory distinction
learning-on-demand
learning-on-demand ideal
learning-org
learning-org dialogue
learning-org discussion
learning-org discussion page
learning-org forum
learning-org.com
learning-organization
learning-org-digest
learning-oriented
learning-oriented leaders
learning-per-dollar spent
learning-poor
learning-process

learning-project
learning-related
learning-related literature
learning-research
learning-resistant
learning-resource room
learning-rich
learnings
learning's application
LearningSpace
learning-style
learning-style variables
learning-supportive
learning-system
learning-to-learn
learning-training
learning-whilst-doing
learning-wise
learnoid
learnoids
learnoid's motivation
LearnOrg List
learns
learnt
legacy learning
legitimate learning
leisure learning
leisure-learning
less learning
lessons learned
level 0 learning
level I learning
level II learning
level III learning
level IV learning
level one learning
leveraged learning
liberal learning
liberatory learning
life learning
life long learning
lifelong learning
life-long learning
lifelong learning applications
lifelong learning context and experience
lifelong learning debate
lifelong learning foundation
lifelong learning policy
lifetime learning
lightening learning
limited learning
limited-learning
linear learning
little learning
live and learn
live-in learning
live-networked learning
living-learning
LO
LO List
LO list members
LO principles
LO'ers
LO's
local learning
LO-dialogue
lo-learners
LO-learners
long term learning
long-term learning
long-term learning approach
loop learning
LOs
love of learning
lower level learning
lower order learning
lower-level learning
lower-order learning
lur'ning
lûrning
machine learning
macro-learning
main learning
main professional unlearning
mainstream learning
maintenance learning
major learning
maladaptive learning
managed learning
management learning
management learning initiative
management learning seminar
managerial leader's learning
managerial learning
managers' learning
map learning
market learning
market-learning
massive learning
master learning
mastery learning
mathematical learning
maximum learning
maze learning
meaningful learning
meaningless learning
mechanical learning
mechanistic learning
media-based learning
mediated learning
megacognitive learning
men of learning
messy learning
metalearning
meta-learning
metalevel learning
metanoic learning
methodical learning

micro-learning
midcareer learning
mind-compatible learning
mindful learning
Minister of Alberta Learning
Minister of Learning
Ministry learning organization and culture
Ministry of Learning
mlearning
m-learning
mnemonic learning
mobile learning
model learning
modern learning
modular learning
modularized learning
monthly learning
more learning
most important learning
most learning
motor learning
much learning
multi-agent learning
multicultural learning
multilateral learning
multimedia learning
multi-media learning
multimodal learning
multimodal organizational learning
multinational learning experiment
multi-organizational learning
multisensory learning
multisensory learning activity
multi-state learning
mundane learning
mutual learning
mutually directed learning
mutually-arrived-at learning outcomes
my learning
my learnings
my own learning
my own personal learning
mythological learning
narrative learning
narrow learning
natural learning
natural learning behavior
necessary learning
needed learning
negative learning
network learning
networked learning
never too old to learn
never-ending learning club
new learning
new learning model
new learnings
new-ball-game learning
newer learning
newest learning
next learning
Nexxia Learning Network (NLN)
ngos learning
no learning
non-authoritarian learning
non-classroom learning
non-contrived learning
non-credit learning
nondeliberate learning
nonformal learning
non-formal learning
non-human learning
nonlearning
non-learning
non-learning activities
non-learning organisation
non-learning organisations
non-learning-oriented
nonlinear learning
nonlinguistic learning
non-program learners
nonreflective learning
non-reflective learning
nonstop learning
nontraditional learning
non-traditional learning
nonverbal learning
nonverbal learning disabilities
non-verbal learning disabilities
non-verbal learning disability
non-verbal learning disorder
normal learning
novel learning
obedient learning
obedient learning society
object oriented learning (OOL)
observational learning
observed learning
off-campus learning centres
off-line learning
OL
old learning
old learning model
on the job learning
On-Demand Learning
on-demand learning
one another's learning
one learner
one learner's learning
one's learning
one's own learning
one-on-one learning
one-to-one learning
ongoing learning
on-job learning
online / virtual learning
online distance learning
online learning

on-line learning
online learning / reference tool
on-line learnings
on-the-job learning
open learning
open learning agency
open-learning
operant learning technique
operational cycle learning
operational learning
operational learning cycle
opportunistic learning
opposite learning
optimal learning
Optimalearning
optimum learning
optimum learning process
optimum learning state
ordinary learning
org learning
org learning approach
organic learning
organisation's learning
organisational learning
organisations for learning
organization learning
organization learning campaign
organization's learning
organizational / network learning
organizational learning
organizational learning agenda
organizational learning assumptions
organizational learning challenges
organizational learning competency programs
organizational learning concepts
organizational learning courses
organizational learning discourses
organizational learning experts
organizational learning field
organizational learning goals
organizational learning initiatives
organizational learning mechanisms
organizational learning metaphor
organizational learning methods
organizational learning program
organizational learning program relationship
organizational learning programs
organizational learning research
Organizational Learning Research Profile
organizational learning researchers
organizational learning scholars
organizational learning society
organizational learning strategy
organizational learning studies
organizational learning techniques
organizational learning terms
organizational learning theories
organizational learning theorists
organizational learning theory
organizational learning tools
organizational level learning mechanisms
organizational-level learning
organizationally-orientated learning
organizations' learning
organization-specific learning
organizationwide learning
organization-wide learning
organized learner
organized learners
organized learning
Organlearners
OrgLearner community
Orglearners
other learning
other peoples' learning
other person's learning
other-directed learning
others' learning
our learning
our learnings
our own learning
outcome-based learning
outdoor adventure learning
outrageous learning
outside learning
outstanding learning
overall learning
overlearn
overlearned
overlearning
overlooked learning methods
overt learning
owner's learning
packaged learning
pain-in-the-ass learning
paired-association learning
paradigmatic learning
paradoxical learning strategy
parallel learning
parent / student learning
parental learning
parenthetic learning
participant learning
participants' learning
participative learning
participatory learning
particular learning
partner learning
partnered learning
partners in learning
partners' learning
part-time learning
passive learner
passive learning
past learning
past learnings
pathwaylearning.com
pattern-based learning

Pavlovian learning
Pavlovian learning organization
PC learning
peak learning
peer learning
peer-assisted learning
people learning patterns
people's learning
perceived learning
perceptual learning
perceptual-motor learning
performance centered learning
performance-based learning
performance-oriented learning
perpetual learning
person's learning
person's learning behavior
personal learning
personalized learning
perverse learning
phoneme-graphme correspondence learning
physical learning
pivotal learning
planned learning
planned learning bias
planning as learning
PLAR
pleasant learning
poetic learning
point-of-need learning
policy learning
policy learning cycle
political learning
pooled learning
poor learning
poorer learning
population-level learning
positive learning
possible learning
post course learning
post-high school learning
postlearning
post-secondary learning
post-secondary-level learning
potential learning
powerful learning
practical learning
practice based learning
practice learning
practice-based learning
praxislearning.com
pre- and post-conference learning opportunities
precision learning
predesigned learning
predominant learning style
preferred learning
prelearning
pre-learning
prereflexive learning
present learning
pretask learning
previous learning
previously-stated learning
primary learning
primitive learning
prior learning
prior learning assessment and recognition
prior learning assessments
prioritized learning
private learning website
proactive learning
probability learning
problem based learning
problematic supplantive learning
problem-based learning
problem-centred learning
problem-oriented learning
problem-solving learning
procedural learning
process improvement learning
product-oriented learning
professional learning
profitable learning
profound learning
programmed learning
progressive learning
project learning
project-based learning
proposed learning
propositional learning
prospective learning
protolearning
proto-learning
prototype learning
proven and reputable cutting edge learning tool
psychological learning process
psychology of learning
public service learning
pupil learning
pupils' learning
pure learning
purposeful learning
Q learning
quality e-learning
quality learning
quantum learning
questioning learning
quick learning
radical learning
random learning
rapid learning
rare learning
rat learning
rational learning
raw learning energy
re:learning
real learning
real learning organization

real learnings
real life learning
real-life learning
real-time learning
recent learning
reception learning
recipe learning
reciprocal learning
recognized learning
recreational learning
reflective learning
reflexive learning
regimented learning
reinforcement learning
relational learning
relearn
re-learn
relearned
relearning
re-learning
relearnt
re-learnt
relevant learning
religious learning
reluctant learning
remarkable learning opportunities
reminiscent learning
remote learning
reproductive learning
required learning
residential learning
responsible learning
responsive learning
resulting learning
results-based learning
retail learning
retrospective learning
Reusable Learning Objects
reversal learning
reverse learning
rewarded learning
rich learning
role-constrained learning
root learning
rote (machine-like) learning
rote learning
route learning
routine learning
rule learning
rule-based learning
S.M.A.R.T. learning
same learner
same learning
same-different learning
satisfying learning
school learning
school-learning
schoolwide learning
science learning
Scientific learning
scorecard-driven learning
SDL (self-directed learning)
second level learning
second order learning
secondary learning
second-hand learning
second-level learning
second-loop learning
second-order learning
selective learning
self directed learning
self learning
self-appropriated learning
self-directed learning
self-directed learning efforts
self-directed learning endeavours
self-directed learning notions
self-discovered learning
self-elected learning
self-guided learning
self-inflicted learning
self-initiated learning
self-initiated learning ventures
self-instructed learning
self-learning
self-managed learning
self-motivated learning
self-organized learning
self-paced learning
self-planned learning
self-reflective learning
self-regulated learning
self-regulative learning
self-service learning
self-transforming learning
Sengian "learning organization"
sensory-rich learning
separate learning
sequence learning
sequence learning experiments
sequential learning
serial learning
service learning
service-learning
set learning
shared learning
shared learnings
shock learning
short learning
short-run learning
short-term learning
sideways learning
sign learning
signal learning
significant learning
significant learnings
similar learning
similarity-based learning

simple learning
simple supplantive learning
simulated learning
simultaneous learning
single- and double-loop learning
single loop learning
single- or double-loop learning
single-loop learning
situated learning
situated learning theory
situational learning
skill learning
skill-based learning
skill-learning
sleep learning
slow learners
slow learning
slower learners
slow-learning
smart learning
so-called learning
social learning
social learning system
social learning theory
social skills learning
socialized learning
societal learning
societal learning approach
societal learning concepts
societal learning experience
societal learning leaders
societal learning leadership
societal learning process
societal-learning decision making
Society for Organizational Learning Greenhouse
sociocultural learning
soft learning
softer learning
software learning
SoL
solitary learning
solo learning
some learners
some learning
someone else's learning
sophisticated learning
sound learning
spaced learning
spatial learning
special learning
specialist learning
specialized learning
special-purpose learning
specific learning
specifically related individual learning
specious learning
speed learning
speed-up learning
Spillover learning
spiritual learning
sponsored learning
spontaneous learning
spurious learning
stable learning
staff learning
staff's learning
standardised learning
state dependent learning
stated learning
state-of-the-art learning
state-specific learning
static learning
step-by-step learning
stimulus-response learning
strategic learning
strategic-action learning
strategy cycle learning
strategy-level learning
street savvy learning
stretch learning
strong learning
structuralist learning
structured learning
student learning
student learning and instruction
student's learning
student-centered learning
student-centred learning
student-driven learning
students' learning
subjected-oriented learning
subliminal learning
subsequent learning
substantial learning
subtle learning
success learning
success-based learning
Successful e-Learning
successful learning
such learning
sufficient learning
super learning
superior learning
superior rote learner
superlearning
super-learning
superstitious learning
supplantive learning
supported cooperative learning
supportive learning
surface learner
surface learning
surface learning strategies
surprised by learning
survival learning
sustainable learning
sustained learning
swift learning

symptomatic learning
synchronous learning
synergistic learning
systematic and purposeful learning
systemic learning
systemic learnings
systems learning
systems thinking learning
systems-level learning
systems-linked learning
systemwide learning
tacit learning
tacit learnings
tailored learning
target learning material
targeted learning
task learning
taxon learning
teachable learning
teacher learning
teacher-directed learning
teachers / instructors / learning facilitators
teachers' learning
teaching / learning
teaching / learning process
teaching-learning
teaching-learning organizations
teaching-learning process
team learning
team learning survey
team learning units
team performance / learning
team-based learning
team-learning
team-managed learning
team's learning
tech-based learning
TechLearn 2002
technical / task learning
technical learning
technically enabled learning
technological learning
technology assisted learning
technology based learning
technology-aided learning
technology-assisted learning
technology-based learning
technology-driven learning
technology-enabled learning
technology-enhanced learning
technology-for-learning process
technology-mediated learning
technology-rich learning
telelearning
temporal difference learning
text learning
that learning
that ole learning feelin'
that was a real learning experience
the learning
The Learning Annex
The Learning Annex of Canada
the learning process
the only learning
The Team Learning Lab
the word "learning"
their learning
their learning skills
their learnings
their own learning
theoretical learning
theory-driven learning
these learning organizations
these learnings
thinking / learning
third-loop learning
third-order learning
this learning
this learning process
Thomson Learning
those learnings
time savings-accelerated learning
time-in-learning
timely learning
time-released learning
to be learned
to learn
today's learning
too large learning steps
too old to learn
top-down learning
top-quality learning
total learning
total quality learning
total-quality learning
traditional classroom learning
traditional cognitive learning theory
traditional learning
transactional learning
transcultural learning
transfer of learning
transformational learning
transformative learning
traumatic learning
treble-loop learning
tremendous learning
trial and error learning
trial-and-error learning
triple loop learning
triple-loop learning
true e-learning
true learning
truncated learning
turnaround learning
turnover learning
twentieth-century learning
twenty-first century learning
two loop learning

two-for-one learning experiences
two-way learning experience
type 1 learning
type 2 learning
type 3 learning
typical learning
unanticipated learning
unconscious learning
unconscious learning breakthrough
unconscious learning processes
uncontrolled learning
undergraduate learning
unexploited learning
unexplored learning
unfacilitated learning
unfocused learning
unintentional learning
union and management learning
Union E-Learning
union learning
unique learning
unit's learning
unlearn
un-learn
unlearned
un-learned
unlearnedly
unlearners
unlearning
un-learning
unlearning organisations
unlearning test
unlimited learning
unplanned learning
unpredictable learning
unreliable learning
unstructured learning
unsuccessful learning
unsystematic learning
upcoming learning
upsetting learning
useful learning
utopian learning
valid learning
valley learning
valuable learning
valuational learning
variable learning
various learning
venalised learning
verbal learning
vicarious learning
virtual learning
virtual learning simulations
virtual learning waters
virtuous learning
visible learning
visual learning
vocabulary learning
vocational learning
voluntary learning
volunteers' learning
warp speed learning
weak learning
weak learning engine
web based learning
Web Learning Fieldbook
web-based learning
Web-based learning
web-delivered learning
Web-learning
well-defined learning
wheel of learning
wheel of learning thoughts
white water learning
whole brain learning
whole learning
whole person learning
whole system learning
whole-brain learning
whole-learning
whole-person learning
widespread learning
willful learning
Wilson learning
win:win learning
WoL (wheel of learning)
women's learning
word-learning
work group learning
workable learning
work-assessment-improvement-learning process
work-based learning
work-centred learning
worker learning
workers' learning
workforce learning
work-learning bio-cell
work-learning cycle
work-learning cycles
workplace learning
workplace-based learning
workplace-learning
workplace-related learning
work-related learning
worksite learning
work-site learning
world class learning
worldwide learning
Worldwide Learning Conference
worthwhile learning
WRL
wrong learning
www.alis.gov.ab.ca/learning/finance.html
www.learningannex.com
XYZ learning
Yale learning theory
ye olde learnings

yesterday's learning
you learn something new everyday
you never stop learning
your day's learning
your learning
your learnings
your own learning
your own subsequent learning
your team's learning
your team's conference learning plan
zero learning